



## DOCTOR OF BUSINESS (DBA)

### **'Integrated internationalism' in UK highereducation: interpretations, manifestations and recommendations**

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# **‘Integrated internationalism’ in UK higher education: interpretations, manifestations and recommendations**

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A thesis submitted for the degree of  
Doctor of Business Administration (Higher Education  
Management)

University of Bath

School of Management

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(Victoria Lewis)

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## **ABSTRACT**

This study explores the internationalisation of higher education institutions in the UK.

First, the varying meanings and interpretations of internationalisation are examined, along with its relationship to terms such as globalisation and internationalism. The concept of “integrated internationalism” is introduced. Variations in institutional rationales for internationalisation, and the influence of national attitudes, are explored.

The empirical research project then offers a snapshot of institutional internationalisation in the UK in 2005. It explores, via a predominantly qualitative, mixed methods approach, variations in interpretation and focus among UK HEIs. Institutional motivations are probed via a national survey, revealing that economic and prestige-orientated rationales tend to dominate, with social and academic rationales playing a lesser role. A subsequent comparison across three institutional case studies yields insights into the ways in which the ethos of internationalism is integrated with institutional mission and how the latter affects an institution’s international priorities. Through interviews and documentary analysis, both public and private faces of the institutions are illuminated, resulting in three distinctly different profiles.

Common and contrasting themes are drawn out, reflecting some of the nuances of mission and values. From these are derived some recommendations and questions for consideration by leaders, policy-makers and practitioners in institutions which are serious about internationalisation. A practical tool is proposed, which has the potential to help institutions interrogate their motivations for internationalisation as a prelude to strategy development. In light of the research, a revised interpretation of “integrated internationalism” is also suggested.

The thesis concludes with a summary of my own personal development during the course of the DBA, which prefaces an update on recent, significant national developments related to internationalisation and a justification of the continued validity and relevance of the findings of this study.

## **GLOSSARY OF ABBREVIATIONS**

ACU	Association of Commonwealth Universities
BU	Bournemouth University
BUILA	British Universities International Liaison Association
CCC	Cross-Cultural Capability
CMU	Campaigning for Mainstream Universities
CUSAC	Commonwealth Universities Study Abroad Consortium
DBA	Doctor of Business Administration
DBA (HEM)	Doctor of Business Administration (Higher Education Management)
DfES	The Department for Education and Skills
DFID	The Department for International Development
DVC	Deputy Vice-Chancellor
EU	European Union
FE	Further Education
GATS	The General Agreement on Trade in Services
HE	Higher Education
HEA	The Higher Education Academy
HEFCE	The Higher Education Funding Council for England
HEI	Higher Education Institution
HERO	Higher Education and Research Opportunities in the UK
HESA	Higher Education Statistics Agency
IAU	International Association of Universities
IO	International Office
IQRP	Internationalisation Quality Review Process
LFHE	The Leadership Foundation for Higher Education
LSE	The London School of Economics
NAFSA	NAFSA: the Association of International Educators
NUA	National University Association
OBHE	The Observatory on Borderless Higher Education
OECD	Organisation for Economic Cooperation and Development
PGP	Postgraduate Prospectus
PVC	Pro-Vice-Chancellor
RG	Russell Group
RGS	The Royal Geographical Society
RPE	Rationale Prioritisation Exercise
U21	Universitas 21
UG	Undergraduate
UGP	Undergraduate Prospectus
UKCOSA	UKCOSA: the Council for International Education
UUK	Universities UK
VC	Vice-Chancellor

### **Abbreviations used to signify interviewees at case study institutions:**

BS	Business School academic
IO	Head / Director of International Office
SM	Senior Manager with responsibility for internationalisation

### **Initials used to signify main rationales for internationalisation:**

A	Academic
E	Economic
P	Prestige or Political
S	Social



## CHAPTER 1

### Introduction: how the concept of “integrated internationalism” emerged

The aim of this study is to provide a snapshot of the UK higher education (HE) sector’s understanding of and attitude towards internationalisation (during 2005) and to identify both cross-cutting themes and points of difference within the sector. I have used the findings of the research carried out for the thesis as the basis for some recommendations and questions to be considered by leaders, policy-makers and practitioners at those Higher Education Institutions (HEIs) which are serious about internationalisation. The process of conducting the study also informed development of a practical tool to aid internationalisation efforts.

This theme is rooted firmly in my own professional interest and experience. As someone who had worked in UK university International Offices for over 10 years and travelled extensively in my professional capacity, I was constantly amazed at how different institutions around the world had different interpretations of what it meant to internationalise and how one should go about it. Even within the UK, it seemed that those interpretations were highly divergent.

The broad research topic therefore grew from an observation of the wildly varying priorities of UK HEIs when it comes to internationalisation – and an interest in probing the way these relate to institutional mission and values. There is a distinct impression that UK HEIs are driven by predominantly financial concerns when it comes to their international activities. As someone engaged in those international activities myself, I wanted to establish the validity of this impression, to uncover what those most closely involved really understand by internationalisation, and to investigate what variations in motivation and practice exist within the sector. A study of the literature on this subject revealed that an empirical investigation into current UK institutional interpretations of internationalisation, along with a detailed examination of motivations, strategies and on-the-ground operations, was lacking.<sup>1</sup>

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<sup>1</sup> Since commencing work on this study, The Higher Education Academy (HEA) commissioned a research project entitled *Responding to the Internationalisation Agenda: Implications for Institutional Strategy* (Middlehurst and Woodfield 2007), which reported in January 2007. This intersects constructively with my own study, in that it relates to a similar moment in time (the project ran from August 2005 to September 2006) and draws similar broad conclusions about the growing interest in internationalisation within the UK HE sector, the variety of motivations and practices, and the need for methodological tools to support institutions in their efforts. However, it differs inasmuch as the project aims are largely determined by HEA priorities relating to the enhancement of student learning experiences and the implications of greater international competition. There are also methodological differences, which are outlined in Chapter 2.

This investigation has been guided by concepts and frameworks developed over the last two decades, predominantly by Knight and de Wit, who have made significant contributions not only to the definition of internationalisation but also to the categorisation of different rationales and approaches. It also draws on the work of other writers in this field, some of whom (eg. Davies 1995) have developed frameworks which seek to assist institutions in self-categorisation, helping them to place themselves on a grid which indicates their stage of development in the internationalisation process.

### **1.1 The philosophical starting point, research design and outputs**

It is important to recognise one's own inherent ideological bias and conceptual predilections, particularly when one is a practitioner undertaking research in one's own field. My personal views align themselves with the argument that for a university to take a purely market-orientated approach to internationalisation usually results in a narrowly focused set of international activities which are not integrated into institutional thinking and, indeed, indicate that the institutional philosophy may be out of synch with some of the fundamental values which one might expect a university to embrace. It is clear that many writers on this subject share a similar philosophical starting point (eg. Stier 2004 p.85, Knight 2006 p.17<sup>2</sup>, Altbach and Knight 2006 p.35).

Another underlying position worth problematising is that informed by my Western cultural and educational background. Mestenhauser goes as far as to include this notion within his "twenty barriers to internationalization" (2000 pp.30-50), suggesting that "everybody's own culture is the eighth barrier... because it imposes cognitive limits to how one thinks about it" (op. cit. p.34). In particular, he emphasises the dualistic thinking typical of the West, with its tendency to present dialectical choices and to seek closure. Stier, too, warns that "in an eagerness to learn about the world, we are often unaware of our own ethnocentrism and ignorance" (2004, p.93). It is inevitable that my approach to this study is coloured by my own cultural conditioning, to many aspects of which I will be oblivious.

Although I have sought to minimise value judgements regarding different approaches to internationalisation, my own underlying value position may well be apparent. This is particularly likely since this study explores the aspects of internationalisation which relate to its integration with institutional mission and values.

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<sup>2</sup> Knight reveals her own stance when she observes that: "It may be optimistic, but it would be reassuring to think that the social and cultural rationales for internationalization will be given equal importance as the economic and political ones." (2006, p.17).

The study as a whole explores the following specific questions. What characterises the UK HE sector's interpretation of internationalisation? What are the dominant motivations and approaches adopted by UK institutions? Do any patterns emerge based on institutional profile? How do key players within institutions interpret the concept? What can be learned from those who are at the forefront of developments in "integrated internationalism"? How does this concept relate to institutional mission and values? How does it manifest itself in strategies and what "good practice" is there on the ground? How can this be made relevant to institutional policy-makers and practitioners?

The research design adopts a pragmatic, mixed methods approach, which lies very much at the qualitative end of the mixed methods spectrum. A national survey is used to "take the temperature" of the UK HE sector, exploring interpretations of, rationales for and approaches to internationalisation. The survey also taps into the views of peer practitioners to help identify appropriate case study institutions via purposive sampling techniques. One approach might have been to restrict my investigation to a national survey. However, it was felt that this would be tantamount to knocking on the door but remaining on the doorstep, rather than actually taking a look inside. It was therefore decided that in-depth case studies would complement the survey and allow for a fuller investigation of institutional practice on the ground.

Having identified three quite different UK HEIs, all perceived to be successful in integrating an ethos of internationalism, their interpretation of the concept is probed, along with the way they relate this to their mission and values and how they put into practice what they preach. These institutions are examined primarily via interviews and documentary analysis. This results in three distinct institutional profiles, from which common themes and divergent approaches can be extracted.

The original intention was to develop a differentiated model for "integrated internationalism", which would highlight those elements common to all types of HEI and those which vary according to mission and values. However, it became evident in the course of the research that, although it would be possible to suggest some generic conditions conducive to successful internationalisation (see Chapter 8), there was no magic formula that institutions could apply (given, in particular, the rapidly changing external environment and institutions' different stages of development). Instead, the focus has been on deriving from this research some practical recommendations, questions to consider and a tool which is helpful to institutions keen to internationalise in an integrated way.

Although this study is firmly located in the UK context and is designed primarily to be of benefit to those UK institutions aiming for “integrated internationalism”, it may nonetheless be of interest to those operating in other national contexts. UK policy bodies with an interest in HE internationalisation may also find it relevant.<sup>3</sup>

## **1.2 The structure of this thesis**

The thesis falls into three broad sections. The first (Chapters 1 to 3) provides the necessary context for the subsequent empirical investigation. The second (Chapters 4 to 7) focuses on the findings of the primary research project. The third (Chapters 8 and 9) seeks to draw out recommendations and conclusions.

This Introduction (**Chapter 1**) gives a broad outline of the topic under consideration and the approach being taken (see above), followed by a discussion of internationalisation which leads into an account of the emerging concept of “integrated internationalism”. **Chapter 2** (Internationalisation of higher education: contextual influences and conceptual frameworks) focuses on the relevance of internationalisation to higher education and on the external influences which affect its direction (at national and institutional level). It then investigates some conceptual frameworks associated with rationales and approaches to internationalisation and its strategic integration into institutional thinking, which will aid analysis of institutional practice. This sets the scene for the empirical research stage of the study. **Chapter 3** (Research design and methodology) explains the way the empirical research (which involved a survey and case studies) was designed and approached. It is worth noting that it took place at a particular time and therefore provides only a snapshot picture of the state of play in Spring / Summer 2005.

**Chapter 4** (Taking the temperature of the sector: national survey results) provides an analysis of the 2005 survey, offering a sector-wide profile of attitudes and approaches to HE internationalisation. **Chapters 5 to 7** focus on each of the case study institutions in turn (The Prestige Player; The Economic Wizard; The Global Citizen), analysing interviews and documents to develop a picture of each institution’s view of internationalisation and observe its manifestations in policy and practice.

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<sup>3</sup> For a useful listing of UK policy bodies with such an interest, and an analysis of the nature of that interest, see Middlehurst and Woodfield 2007, Appendix 2.

**Chapter 8** (Towards “integrated internationalism”: recommendations, tools and revised interpretations) seeks to draw out from the case study analysis some cross-cutting and differentiating factors, deriving from these some recommendations and questions for institutional leaders, policy-makers and practitioners to consider, as well as more general observations about conditions conducive to successful integration of an internationalist ethos. It also outlines a tool to aid institutions embarking on the internationalisation process, before suggesting a revised interpretation of “integrated internationalism”. The Conclusion (**Chapter 9**) explores the contribution of the DBA to my personal development before outlining recent, significant changes in the national context and justifying the continued topicality and relevance of this study’s findings.

### **1.3 Internationalisation and related concepts**

This section seeks to define what is meant by internationalisation, relating it to associated concepts such as globalisation and internationalism. The intention is to clarify the way in which these terms are used in this study by making explicit the conceptual distinctions between them. This is particularly important, given a widespread tendency (in both literature and practice) to use “internationalisation” as a catch-all description for a range of different phenomena (including an externally-driven development, a consciously-adopted internal policy, and the process via which that policy is implemented).

In broad terms, it can be argued that the phenomenon of globalisation is a process over which individual nations and institutions have little influence. Internationalisation is often seen as a related externally-driven development (ie. something that is “going on out there”, but with which countries or institutions may not be proactively engaged). However, it can also be an internal policy (or the associated implementation process), which is consciously adopted and – broadly speaking – under the control of national or institutional actors. Another term sometimes used is “internationalism”. As will be demonstrated, this is more about an ethos or value set, which can (but does not necessarily) underpin internationalisation.

#### **1.3.1 The context of globalisation**

Globalisation is a contextual development of great relevance to higher education systems and institutions all over the world and it is worth considering some of its key characteristics.

Beerens strips globalisation down to its literal meaning: “making or becoming world-wide ... or all-inclusive” (2003, p.137). Marginson describes it as being about “*world systems* which have a life of their own that is distinct from local and national life, even while these world systems tend to determine the local and national” (1999, p.20). For Knight, globalisation is “the flow of technology, economy, knowledge, people, values, ideas... across borders” (1997, p.6). Most writers seem to agree that globalisation offers something of a roller-coaster ride (terms such as “perpetual transition”, “irresistible change” (Marginson 1999), “acceleration” and “remorseless rise” (Scott 2003) abound). Many of the characteristics associated with globalisation resemble those which Barnett links to the post-modern condition of supercomplexity (2000, 2003).

A central question is posed by Sadlak:

Will globalization be a starting point for a more coherent vision of global problems and a more equitable use of what we all produce and consume, or will it be the epitome of the globalized *laissez-faire* flow of capital, goods, entertainment and information?

(1998 p.100)

It is generally accepted that globalisation results in the weakening of nation-states and that, certainly in economic terms, the world is now dominated by three main regional blocs: North America, Europe and Asia-Pacific (Gibbons 1998, Held 1999, Marginson 1999). This leads to uneasy concerns about a return to a kind of imperialism and a heightening of North-South inequalities. Marginson notes the danger of “colonialism writ large” and Altbach and Knight (2006, p.28) observe the tendency of globalisation to “concentrate wealth, knowledge, and power in those already possessing these elements”. The main objections raised about globalisation relate to its potential not only for the exacerbation of inequality, but also for the homogenisation of societies and the encouragement of a competitive, market-orientated mindset.

The potentially positive consequences of globalisation include universal human rights, multilateralism, global citizenship, greater interconnectedness, and growing awareness of environmental risks (Scott 2003, Beerens 2003). In the longer term, there is potential for a “plurality of global horizons”, an example of which might be Marginson’s notion that “global linguistic-cultural sets other than English may develop, eg. Mandarin Chinese” (1999, p.23). New technologies can also play a role in regional economic revival (Davies 2001).

Although it is argued that globalisation has been happening for centuries, some see the last two decades of the twentieth century as a turning point, with its acceleration leading not only to “homogenising forces”, but also to “inclinations toward traditional values or fundamentalist movements” and a particular “polarisation of perceptions on universalism, tolerance and multiculturalism” occurring in the aftermath of 11 September 2001 (Beerkens 2003, p.134 & p.131).

Some respond to the homogenising forces of globalisation in an unquestioning way, by wholeheartedly embracing them. Other reactions include the *destructive*, the *obstructive* and the *constructive*. However, in all cases, it is important to note that the responses to globalisation are part of the phenomenon itself.

Scott points out that even global terrorism (an example of the *destructive* response) uses the tools of the very globalisation it seeks to reject. He also notes that “global movements of resistance to free-market capitalism are themselves aspects of globalization. Greenpeace is as global as Coca Cola” (2003, p.296; cf. also Marginson 1999). This kind of resistance, with its attempts to stop or at least slow down the forces of globalisation, exemplifies the *obstructive* response. Finally, the *constructive* response involves working on multiple levels to enhance the potentially positive consequences of globalisation and to minimise the impact of the negative ones. Internationalisation can fall into this latter category – but only if interpreted in its broadest sense, underpinned by a philosophy of cooperation.

### **1.3.2 Internationalisation: from external development to internal policy-based process**

As previously noted, internationalisation is a term subject to variations in interpretation, even within quite specific contexts such as higher education. In light of this lack of common understanding, it is helpful that Knight reminds us of the linguistic roots of the term international – “between or among nations” (1997, p.6). She notes that “a country’s unique history, indigenous culture(s), resources, priorities, *etc* shape its response to and relationship with other countries” (ibid.). Internationalisation (in its broad sense) respects the key concepts of national identity and culture, but stresses the need for increased cooperation between states and across borders (Scott 1998, van der Wende 2001).

It is not, however, always interpreted in this broad sense. As Yang points out, some (non-Western) countries associate it with (sometimes forced) cultural integration and conflicts and it has “come to stand for many of the processes formerly subsumed under

the labels of ‘westernisation’, ‘modernisation’ and ‘liberalisation’” (2002, p.83). That internationalisation (as an external development) can bring with it such associations can be attributed to the fact that Western countries themselves (particularly Anglo-Saxon ones) may have narrow conceptions of it, normally revolving around its commercial and competitive aspects. This particular brand of internationalisation is perhaps more closely associated with the unquestioning response to globalisation than with the constructive response.<sup>4</sup>

The notion of globalisation as catalyst and internationalisation as response is widely embraced (see Knight 1997, p.6, Knight and de Wit 1997, Blight et al. 2000, van der Wende 2001, Knight 2003, 2004). It is also observed that “globalization may be unalterable, but internationalization involves many choices” (Knight and Altbach, 2006, p.27). It is worth developing the notion that – certainly at the level of national and institutional policies – there are multiple choices associated with internationalisation.

Van der Wende notes that, at a gathering of university leaders, “globalisation was regarded mainly as the external macro-socio-economic process which cannot be influenced at institutional level, whereas internationalisation is perceived as the policy based internal response” (2001, p.253). Internationalisation is also perceived as the (internal) process via which that policy-based response is implemented. This is the sense in which it is most often used in this study.

Within the UK HE sector, many interpret internationalisation simply in terms of increasing the numbers of international students at our institutions (normally for financial gain), since this has traditionally been the dominant policy-based approach to it. Others adopt a much broader interpretation, associated with the development of a global outlook and engagement in international cooperation. This builds on some of the concepts behind the original meaning of internationalisation and tends to be linked to more idealistic motivations. The ethos underpinning this type of response can be encapsulated in the term “internationalism”.

### **1.3.3 Internationalism as an underpinning ethos**

Many use the terms “internationalisation” and “internationalism” interchangeably or imprecisely.<sup>5</sup> We have established that the term internationalisation is used to refer to

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<sup>4</sup> This may help to explain the frequent confusion between the two terms: globalisation and internationalisation.

<sup>5</sup> See Hatakenaka 2004, where “internationalism” is used throughout the article where one might normally expect to see “internationalisation” and Scott, J. 2006, p.32, where the reverse is the case.



both an externally-driven development and an internal policy choice which can come in many different “flavours” and is implemented via an internal process, also referred to as internationalisation.

Internationalism, by contrast, is closer to a value set or ethos. The dictionary definition of internationalism is “the advocacy of cooperation and understanding between nations”.<sup>6</sup> This maps well onto the broadest interpretations of internationalisation, but less well onto the narrower, more commercial ones. It is in line with the way the term “internationalism” is used by writers such as Jones and Bernardo. The latter (2002, p.v<sup>7</sup>) describes it as “the ethos of international cooperationism and the appreciation of an international quality”, contrasting it to the “open market transnational education... born out of the agenda of globalization”. He also observes (2002, p.6) that “internationalism as a principle or value can be construed as being in opposition to parochialism”. For Jones, internationalism “refers to the promotion of global peace and well-being through the development and application of international structures” (1998, p.143).

Jones notes that the inherent idealism of an internationalist stance can lead to accusations of woolliness, so it is important to focus on the way it looks to ordered, structural means to achieve its ends. Bernardo, too, sounds a note of caution on somewhat different grounds. He observes that there is a risk of internationalism being tied to traditional geo-political alignments, the “old world order”, an “agenda of neo-colonialism” and goals of “development” (ie. the rich helping the poor) (2002, p.6; see also Stier 2004, p.89). In this context, it is important to hold onto the opposition between internationalism and parochialism as a reminder of what internationalism in its original sense should be about.

#### **1.4 The concept of “integrated internationalism”**

It has been argued that internationalisation (as both external development and internal policy) can be narrowly or broadly interpreted, driven by competitive, market-orientated principles at one extreme or collaborative, service-orientated principles at the other. Further, it is suggested that the collaborative approach is often underpinned by a set of values encapsulated in the term “internationalism”, which is an ideology rather than a policy and stands in opposition to “parochialism”.

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<sup>6</sup> Compact Oxford English Dictionary online.

<sup>7</sup> The full reference for the published Bernardo article can be found in the Bibliography. However, the page numbers cited above are from the electronic version of Bernardo, A. B. (2002) *International Higher Education: Models, Conditions and Issues*, PASCN Discussion Paper No. 2001-12 at <http://pascn.pids.gov.ph/DiscList/d01/s01-12.pdf> (accessed 5 April 2007).

This thesis focuses on the ways in which the ideology (internationalism) is integrated within HEIs via the internal policy-based process (internationalisation). Hence the coining of the term “integrated internationalism”,<sup>8</sup> used in the title.

The notion of integration is an important one, often highlighted in definitions of education internationalisation. As observed elsewhere (Lewis 2005, p.1), such definitions have evolved over the past quarter-century.<sup>9</sup> Knight’s most recent definition seeks to be “generic enough to apply to many different countries, cultures, and education systems” (Knight 2004, p.11). She defines internationalisation (at the national / sector / institutional levels) as:

the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education.

(Knight 2003, p.2)

The term “integrating” indicates that internationalisation cannot be bolted on, but (in its ideal sense) has to be embedded within national or institutional missions, policies and practice.

This thesis suggests that successful internationalisation (in its broad sense) benefits from the ethos of internationalism being present as an underpinning ideology, informing and informed by institutional values and permeating all institutional functions. “Integrated internationalism” is the goal (though it is one unlikely ever to be fully attained), whilst internationalisation is the policy-based process adopted in order to move the institution towards it.

The original description of the term “integrated internationalism” was devised to suit the purpose of the survey question in whose context it was being used, a key aim of which was to determine whether (in the eyes of International Office staff) any UK HEI successfully embraced the ethos of internationalism in an integrated way. In this context, “integrated internationalism” was described as:

the presence of an international or intercultural dimension in all core functions of the institution (students and learning, research, business and community relations), deliberately coordinated as part of a vision which clearly (and publicly) articulates the nature and focus of the institution’s international effort.

(Lewis 2005, p.2)

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<sup>8</sup> This term was first used by the author in April 2005 in the context of the national survey whose results are reported in this thesis. It was subsequently developed via a published conference paper (Lewis 2005) entitled: *Integrated internationalism: interpretation and implementation in UK HE*.

<sup>9</sup> See Knight (2004, p.9) for a helpful account of this evolution.

The description sought to summarise the characteristics which distinguish an integrated approach from a less coherent, more ad hoc one. It used the term “internationalism”, rather than “internationalisation”, since its focus in this context was on institutional ethos rather than policy or process. The act of conducting the primary research for this thesis, and of writing it up, helped to develop and refine the concept of “integrated internationalism”, resulting in the advancing of a more widely applicable and informed definition and interpretation in Chapter 8.

Having included within this chapter a discussion of the concepts of globalisation, internationalisation and “integrated internationalism” (and the relationships between these), Chapter 2 goes on to outline their relevance to higher education, some key external factors influencing HE internationalisation, and some conceptual frameworks which provide a helpful underpinning for the empirical study.

## CHAPTER 2

### **Internationalisation of higher education: contextual influences and conceptual frameworks**

This chapter starts by highlighting some contextual influences, exploring whether universities are inherently internationalist institutions, and what external factors might distort or constrain their natural tendencies.

The second part of the chapter outlines the conceptual frameworks which helped to inform the empirical study. Of particular relevance are those indicating the alignment of values, rationales, approaches and strategies for internationalisation, and the integration of the international dimension into institutional ethos and practice.

#### **2.1 The university – an inherently internationalist institution?**

It is argued by many that universities are inherently “international” institutions due to the nature of the academic endeavour and academic values. Sadlak identifies not only a desire to escape inward-looking parochialism and to understand “the other”, but also a need to transcend intellectual self-sufficiency which “derives from the very nature of higher education learning and academic work which imposes the seeking of relevance and confirmation not only on local or national but also on global levels” (1998, p.104). Sadlak concludes that there is more “international content” in an average university than in a transnational, globally operating corporate organisation.

From a more instrumentalist perspective, it is also acknowledged by many that education and social programmes are increasingly directed towards producing a “self-regulating, choice-making, self-reliant individual” and that “education retains its core role in the formation of the skills of personal management, including the skills required to operate in the global environment itself” (Marginson 1999, p.25 & 29).<sup>1</sup>

Many writers see the international roots of modern universities in the medieval university with its community of scholars embracing foreign students and professors. Scott develops an interesting thesis, exploring the changing mission of the university from

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<sup>1</sup> This relates to the wider argument that the promotion of self-reliance is key to the development of students who have the capacity to “embrace multiple and conflicting frameworks and to offer their own positive interventions” (Barnett 2000, p.167).

medieval to postmodern times.<sup>2</sup> He contends that the most recently embarked-upon stage of development is the Globalization Stage, which is generating a new mission, the Internationalization Mission (see Scott, J. 2006, p.5). It is noted that “the postmodern university will likely internationalize its missions of teaching, research and public service in the global ‘information age’” (ibid.).<sup>3</sup>

Others, too, (eg. de Wit 1999) have observed that different phases in universities’ historical development have impacted on their openness (or otherwise) to developments beyond their own national borders. In the pre-nation-state stage, before such borders became important, there was greater international engagement; then the nation state became paramount, leading to a certain “parochialisation” of institutional outlooks. This point is made by P. Scott, who writes of “the myth of the international university”, maintaining that only a small minority of universities has genuinely international roots and functions, with the vast majority being in thrall to national priorities (1998, p.109-113; see also Teichler 1999). Increasing globalisation suggests that we are on the cusp of a more borderless<sup>4</sup> *modus operandi*, less dependent on national direction, yet institutions in many countries cannot escape the fact that the majority of their funding currently comes from national sources, allowing for priorities to be dictated at national level.

Thus, although the original academic endeavour of the pursuit of knowledge, and even some of the more recent imperatives related to the preparation of graduates for a globally interconnected world, mean that internationalist values might be expected to be at the heart of the university, there are often external factors which put up barriers to the full realisation of these values.

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<sup>2</sup> The first historical stage, the Pre-Nation-State Stage, spawns the Teaching Mission and the Research Mission; the second stage, the Nation-State Stage, helps to develop the Nationalization Mission, the Democratization Mission and the Public Service Mission; the third, the Globalization Stage, gives birth to the Internationalization Mission (Scott, J. 2006, pp.3-5).

<sup>3</sup> It is worth noting that Scott’s argument is somewhat confused by the fact that he uses the term internationalisation to mean “service to the body of nation-states” (p.5), which might more appropriately be described as “internationalism”. He argues that (what he calls) internationalisation is “the new social mission that arrests the transformation of higher education into just another knowledge industry” (p.32). This argument has greater resonance if one thinks of this new mission in terms of its philosophy or values base (internationalism) rather than the policy that flows from it (internationalisation).

<sup>4</sup> Knight (2005, p.10) juxtaposes the terms “borderless education” and “cross-border education”, noting that the first acknowledges the disappearance of borders and the second emphasises their existence. This is accounted for as follows:

In this period of unprecedented growth in distance education and e-learning, geographic borders seem to be of little consequence. Yet the importance of borders is growing when the focus turns to regulatory responsibility, especially that related to quality assurance, funding and accreditation.

### 2.1.1 The power of the state and other external influences

The views of higher education's many stakeholders influence the rationale, pace and direction of institutional internationalisation. Among them, it is worth singling out the state. As previously noted, although higher education institutions may have international aspirations and tendencies, they tend to be subject to control (in most cases including financial control) from national government. As Scott points out, there is a potential tension between "the university as political organization forced to pursue national agendas and the university as intellectual institution globally unbounded" (1998, p.112).

The motivations for internationalisation embraced by the state are often reflected in those of institutions – and it has been noted that "the adoption of financial goals as the major rationale by institutions and governments... has been shown to significantly distort programs of internationalization" (Welch 1997, p.336). Welch argues that programmes associated with broader (perhaps more idealistic, certainly longer term) rationales are the first to be dispensed with at times of financial strain.

In the past, national governments have been the main funding source of higher education and have therefore "called the tune". In many countries there is now a mixture of state and privately funded higher education, and even in those that remain predominantly state-funded, there is an increasing need to secure supplementary funding from non-state sources. Beerkens comments that, as a result of globalisation, "higher education policies can no longer be just based on national circumstances or benchmarked on national norms" and that "universities diversify their funding bases not just within the national domain but also internationally" (2003, p.142). He points out that "governments are not just losing grip, they are also transferring this grip intentionally – upwards, downwards and sideways" (ibid.) – in other words, to higher education institutions, regional and supranational bodies, and to the private sector. Increasingly, governments choose to "steer from a distance" (Marginson 1999, p.25).

Levels of institutional autonomy still vary enormously, with some governments providing clear policy guidance for their institutions' internationalisation strategies (eg. Germany, Sweden) and others adopting a more *laissez-faire* attitude (eg. USA). However, it is worth stressing that, even in settings where there is a strong government steer, there is rarely a straightforward correspondence between government policy and institutional behaviour. There is often a discrepancy (or at least a time lag) between institutions' and practitioners' attitudes to a phenomenon (in this case internationalisation of higher education) and those of government.

Other external developments which impinge on universities' internationalisation efforts include those linked to massification and marketisation of the sector. The percentage of the population seeking higher education is growing right across the world, and many national systems are dramatically expanding. The global demand for higher education has been forecast to increase from 97 million in 2000 to 263 million in 2025.<sup>5</sup>

Inevitably, there is a move away from elite higher education systems and towards "massification", a phenomenon which relates to internationalisation in interesting ways.

As Scott explains:

Mass HE systems have to go deeper and wider – deeper in the sense that they must meet the needs of social and ethnic groups underrepresented in elite systems and unfamiliar, even impatient, with the old academic culture; and wider in the sense that they must take greater account of non-Western intellectual traditions or, perhaps better, of the growing pluralism within the Western tradition.

(1998, pp.120-121)

The needs and interests of domestic students from "non-traditional" backgrounds and those of international students often coincide (eg. a propensity to select subjects which are regarded as offering good career prospects; a need for enhanced levels of preparation and support to cope with unfamiliar environments and systems).

The move to a mass system tends to bring with it assertions that students' motivations for studying have become more instrumentalist, that we are losing the notion of education for education's sake. This is closely linked to the debate about the marketisation of higher education, with the introduction of variable undergraduate tuition fees in the UK in 2006 and, on a global scale, the supposed commodification of higher education as a result of the General Agreement on Trade in Services (GATS). The reality is that, in many countries, there has been a higher education market for some time now – in particular when it comes to international activities.

There is widespread global interest in enhancing (and assuring) the quality of higher education. It has been argued that "high quality education in this day and age is, by definition, international education" (Johnson 1997, quoted in Bruch and Barty 1998, p.28). The quality assurance of internationalisation itself is also a topic of recent debate, with institutions from different parts of the world engaging with the Internationalisation

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<sup>5</sup> Source: Global Student Mobility 2025, IDP Education Australia 2003, quoted in Davis 2003, p.78.

Quality Review Process (IQRP)<sup>6</sup> or other quality standards and codes of practice (OECD 1999).

The relationship between these key external developments and the internationalisation of HE is a complex one. In some cases they support and hasten national and institutional moves to internationalise. However, they can also hamper (or at least alter the thrust of) these – either by influencing underlying rationales for internationalisation or by introducing measures which distort behaviour. The alignment between values, rationales, approaches and strategies for internationalisation is a fascinating area of investigation and it will be helpful to explore some of the associated conceptual frameworks which have proved useful during the course of this study.

## **2.2 Conceptual frameworks for investigating internationalisation**

Various conceptual frameworks have been developed over the years to aid the analysis of HE internationalisation. Some are more theoretical, but many are borne out of the experience of practitioners. Some focus on rationales for and approaches to internationalisation, others on categories of activities. Various frameworks seek to help institutions position themselves on a grid, indicating the stage they are at in the internationalisation process or the emphasis they place on internationalisation.

This section of the chapter first outlines the link between the accepted rationales driving internationalisation and different value sets; it then goes on to explore the relationship between those rationales and both national and institutional priorities; next it outlines institutional approaches and strategies and demonstrates an alignment of these with values and rationales; and finally it explores the notion of integration – ie. whether an internationalisation strategy is integral to an institution's fabric or whether it remains peripheral (which can link back to underlying values, where we started).

### **2.2.1 Rationales for internationalisation and their links to values**

Callan (2000, p.17) provides a useful summary of the traditional rationales for and approaches to higher education internationalisation (at both national and institutional levels), which are explored and developed at length by Knight and de Wit (Knight and de Wit 1995, Knight and de Wit 1997, de Wit 2002).

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<sup>6</sup> UK institutions have not hitherto used the IQRP. However, this tool provided the basis for that developed as part of the recent HEA project (Middlehurst and Woodfield 2007) and tested on one institution with a view to potential wider application in the UK.



Different writers group the rationales under different broad headings, but the following categories tend to recur:

political / diplomatic / national security;  
economic / commercial / trade / competition;  
social / cultural;  
academic / educational.

The most frequently adopted set of rationales comprises the Political, Economic, Social and Academic<sup>7</sup>, and (with minor adaptations) these are the ones used as a starting point for the current study.<sup>8</sup>

At the risk of over-simplification, it can be argued that the Academic and Social rationales tend to be driven by a more idealistic value set which revolves around the notion that universities perform a public service for a range of communities and individuals, and that they push back the boundaries of knowledge for the common good. This value set is clearly aligned to the ethos of internationalism, with its focus on inter-country cooperation and global peace. At the other end of the scale, the Economic and Political rationales tend to have closer links with a more self-interested and market-orientated set of values. If not carefully handled, these can risk perpetuating inequalities.

Certain rationales have traditionally been associated with certain countries or regions. For example, the European approach to internationalisation tends to be associated (partly due to its historical emphasis on collaboration and academic exchange) with Social and Academic rationales and a more service-orientated ethos. However, the main English-speaking players tend to be associated more closely with the Economic (Australia, UK) and Political (USA) rationales and a more market-driven model. It has been shown that there is increasing convergence, based on the growing global dominance of the Economic rationale (Knight 2006). There are also indications that the

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<sup>7</sup> Frameworks which adopt similar approaches to Knight's and de Wit's are summarised by Qiang (2003, pp.251-2). The most striking feature is that few include an Academic rationale for internationalisation. This, coupled with the assertion by Knight and others that academic motivations are being overtaken by other concerns (see also Lewis 2005, p.2), is an issue to which we will return. A framework which **does** include an academic dimension is that proposed by Stier (2004), which outlines three ideologies of HE internationalisation: idealism, instrumentalism and educationalism. Broadly speaking, these link respectively to the Social, Economic and Academic rationales, with less emphasis being given to the Political rationale (this ties in with the contention, articulated in 2.2.2, that this particular rationale is of less relevance at institutional level).

<sup>8</sup> It is important to note that, just as Knight revised her definition of internationalisation in 2003, so too did she take another look at the kinds of rationales now in play, establishing that there is increasing blurring of the categories and some emerging new rationales coming to the fore (Knight 2004, p.21-28). This does not alter the applicability of the original four rationales but, where relevant, the new developments highlighted by Knight are drawn upon during this study.

English-speaking countries are beginning to adopt a broader set of values, resulting in greater attention being paid to social and academic motivations for internationalisation.<sup>9</sup>

### **2.2.2 National and institutional priorities and their links to rationales**

At their extremes, these rationales underpin two possible orientations lying behind the priorities embraced at national or institutional level. The first places one's own country or institution at the centre and seeks to expose others to its culture and approach. The second starts out from the assumption that there is much to be learned from how others do things and that this process of learning can enhance both the quality and range of knowledge (Lewis and Luker 2005).

Some rationales are more applicable at national (or supra-national) level and some more so at institutional level. However, it is possible to draw parallels between what is happening at these two levels by identifying the key priorities of nations and institutions. An attempt has been made to capture these priorities (at their extremes) in Table 1. In reality, there will often be a mixture of values, rationales, orientations and priorities at both national and institutional level.

It is worth noting that, in Knight's more recent work (2004, 2006), she makes a greater distinction than before between those rationales that apply at national level and those that apply at institutional level, highlighting some emerging new rationales at both levels.<sup>10</sup> She acknowledges that some of these supplementary rationales could be integrated within the existing framework of Political, Economic, Social and Academic, but has chosen to highlight them separately to emphasise their growing significance. It is clear that most of the new national-level concerns (with one exception) relate closely to the Political and Economic rationales, whereas the institution-level concerns are more varied in orientation.

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<sup>9</sup> In the case of Australia, there were signs of this broadening of approach in the 1990s (Van der Wende 1996, p.40). In the UK, the signs are appearing about 10 years later, in the middle of the first decade of the 21<sup>st</sup> century (see Chapter 9). In the USA, the Political rationale (which originally came to the fore during the Cold War period) regained dominance at national level as a result of the terrorist attacks of 11 September 2001. However, there has been significant lobbying and activity at HE sector level, which seeks to temper this and introduce a broader set of values to the debate.

<sup>10</sup> A detailed description of these can be found in Knight 2006 pp.15-20.

**Table 1: Internationalisation rationales and extreme national / institutional priorities**

Rationales	Dominant orientation	National priorities	Institutional priorities
Social and / or Academic	Idealistic “service” orientation (more likely to be associated with cooperative internationalist values)	Contribution to world peace through mutual understanding; tackling global problems collaboratively; pooling intellectual resources, exchanging ideas and entering into mutually beneficial international relationships	Embracing diversity and sustainability; creating opportunities for multiple perspectives to inform the curriculum and research agenda, thereby enhancing quality; developing students (and staff) as global citizens, building employability and life skills; two-way partnerships
Economic and / or Political	Self-interested and competitive orientation (more likely to be associated with a market- or power-orientated mindset and, potentially, parochialist values)	Increasing the political and ideological influence of one’s own country on the world stage; generating profit through export of education; adopting neo-imperialist attitudes and policies, including international relationships which take advantage of others	Income generation and quick returns; building up international prestige for one’s institution in competition with other HEIs; imposing one’s local processes and attitudes on “outsiders”; institutional links where the benefits are one-sided

Particularly helpful when exploring the UK HE sector’s approach to internationalisation is the inclusion of the new “International profile and reputation” rationale. This one is relatively complex, as the desire for international profile can be for academic, economic, social or political reasons. However, Knight observes that:

education institutions have always been competitive in trying to achieve high academic standards and more recently an international profile. However, there has been a not-so-subtle shift towards developing an international reputation in order to successfully compete in a more commercial environment.

(Knight 2006, p.18)

The traditional Political rationale tends to be more applicable at national than at institutional level (see Table 1), so it is perhaps appropriate to replace it (at institutional

level only) with this new rationale relating to institutional profile and reputation, which will be dubbed for the purposes of the current study the Prestige rationale (see Lewis 2005, p.2).<sup>11</sup> The four rationales used in this study to help differentiate between UK HEIs are derived from Knight's original rationales, but adapted for use exclusively at institutional level within the 2005 UK context. A tool is developed (see 3.2.2, 4.2.1 and 8.2), which acknowledges that each institution normally pursues an approach based on a number of different rationales, giving different weight to each. This tool allows us to determine the balance of rationales for any institution (resulting in its "internationalisation profile") from among the following driving rationales: Academic, Economic, Prestige, Social.

As indicated in Table 1, institutional priorities tend to be linked to the dominant rationales in play. The approaches and strategies of individual institutions tend, in turn, to be aligned with those rationales and priorities, as will be seen in the next section.

### **2.2.3 Institutional approaches and strategies**

Just as rationales can vary enormously, so can institutional approaches to internationalisation. According to Knight:

An approach to internationalization reflects or characterizes the values, priorities, and actions that are exhibited during the work towards implementing internationalization... An approach is not fixed. Approaches change during different periods of development.

(Knight 2004, p.18)

In 1997 (pp.6-8), Knight and de Wit identified four broad approaches (Activity, Competency, Ethos, and Process)<sup>12</sup> applicable at institutional level, which Knight updated and supplemented in 2004.<sup>13</sup> The institutional level approaches were changed to Activity, Outcomes, Rationales, Process, At home, and Abroad.<sup>14</sup> Knight stresses that,

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<sup>11</sup> The term Political is used when analysing the survey results (Chapter 4), whereas the term Prestige is adopted when reporting on the case studies.

<sup>12</sup> Callan (2000, p.17) provides a summary of these as follows: "activity-based" (comprising a series of traditional international education activities); "competency" (focusing on professional and personal development outcomes of individuals); "cultural or ethos" (stressing organisational outcomes and goals, such as creating an international culture on campus); and the "process" or strategic approach, which combines elements of the others and seeks "to measure the capacity of institutions to develop an integrated strategy in which activities and outcomes are incorporated in a planned way to achieve the international dimension as a systemic feature of the institution".

<sup>13</sup> This resulted in the addition of a set of national / sector level approaches (Programs, Rationales, Ad Hoc, Policy, and Strategic) which describe dominant features of the ways in which a country or education sector has chosen to proceed with internationalisation (Knight 2004, pp.18-21).

<sup>14</sup> "Outcomes" is essentially a new description for the former "Competency" approach (see Footnote 12), while "At home" is a new way of describing the former "Ethos" approach, which focused on "creating a culture or climate on campus which promotes and supports international / intercultural initiatives" (Knight and de Wit 1997, p.6). The two brand new approaches are Rationales, in which internationalisation is

like the rationales, the various approaches to internationalisation are not mutually exclusive. It could be argued that the final two approaches (“At home”<sup>15</sup>, which focuses on the intercultural and international dimension of the home campus, and “Abroad”, which focuses on the cross-border delivery of education to other countries) are actually overarching strategies, rather than the kind of broad approaches originally identified. Indeed, Knight herself describes Internationalisation “At home” and Internationalisation “Abroad” as two streams or strands within which institutional strategies (and activities) now naturally fall (Knight 2006, p.25).

It is often the case that an institutional (or, indeed, national) strategy for internationalisation will focus much more strongly on one of these strands than the other, leading to considerable confusion over what is meant by “internationalisation”, with many people adopting a partial or narrow interpretation linked to the dominant strategy or set of activities. This tends to reflect the values and rationales which shape approaches, strategy and practice so, for example, strategies which focus on the home campus are often rooted in academic and social rationales and more service-orientated values, whereas strategies which focus on cross-border activities more often emerge from economic and political rationales coupled with more market-orientated values.

This rule-of-thumb should, however, be treated with caution since, as Knight points out: “It is important not to place values in opposition to one another. Seldom is there a black and white discussion or an either/or statement of values. More often, values form a continuum. For example, cooperation and competition are neither mutually exclusive nor opposed to each other” (2005, p.15).<sup>16</sup>

What is significant is that values can provide an important underpinning for the strategies ultimately pursued by an institution.<sup>17</sup> A further dimension to explore at institutional level is whether internationalisation strategies are fully integrated within institutional thinking or more of an afterthought.

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described “with respect to the primary motivations or rationales driving it” (Knight 2004, p.20), and Abroad, where internationalisation is seen as the cross-border delivery of education to other countries (an approach which must resonate strongly with many UK institutions).

<sup>15</sup> See Nilsson 2003 for a full explanation of the original concept of Internationalisation at Home.

<sup>16</sup> It is also evident that presenting these two strands as counterpoints to one another (albeit accepting that they represent points on a continuum) employs precisely the kind of “dualistic... thinking, typical of the West” (Mestenhauser 2000, p.34), which militates against multi-dimensional thinking and (since it is embedded in a Western cognitive construct) can act as a barrier to internationalisation.

<sup>17</sup> It is helpful to refer to Knight once again for a comprehensive categorisation framework for specific internationalisation strategies and elements at both programme and organisational level (2006, pp.22-23). She also provides a categorisation framework for activities related to internationalisation “At home” and internationalisation “Abroad” (2006, pp.27-28). Both of these have the potential to act as helpful checklists for institutions wishing to ensure that they have considered all angles as they prepare their internationalisation strategies.

#### 2.2.4 Strategic integration

When Knight and de Wit originally identified their four approaches to internationalisation, they argued that most institutions start off adopting the Activity approach (comprising a series of internationally orientated activities, not necessarily aligned to any broader strategy). Many do not graduate beyond this stage, but a few move on to the Process (or Strategic) approach, which pursues an integrated strategy in which activities and outcomes are incorporated in a planned way to develop the international dimension into a systemic feature of the institution.

This relates back to the concept of “integrated internationalism”, outlined in Chapter 1 and very much at the heart of this study. A useful way of exploring this notion of integration is in terms of “horizontal integration (across organisational functional areas) and vertical integration (which relates to the permeating ethos which runs consistently through vision and values, governance and policies, structures and processes, programmes and activities)” (Lewis 2005, p. 2).

This is not dissimilar to an approach adopted by Davies, who views the institutionalisation of internationalisation along two dimensions: *ad hoc* to systematic; and marginal to high centrality (1995, pp.15-17). These are combined into a matrix, allowing universities to consider which of the four quadrants applies to them, and into which one they would like to move, **before** they launch into the development of new policies and structures.

Key to this model (just as it is to Knight’s definition and to the approach to which she suggests institutions should aspire) is the notion of integration. As Davies puts it (1995, p.6): “Is internationalism to be a thoroughly pervasive part of institutional life or essentially marginal in nature?”.

The assumption of many involved in (and writing on) internationalisation is that the pinnacle of achievement is total integration – in terms of institutional vision, policies, procedures and activities. McNay adopts a different perspective: “beware fundamentalists who have only one route to heaven – an international highway. It is fine to be in Davies’ *ad hoc* / peripheral quadrant if that is where activity is reasonably located in the overall institutional profile” (1995, p.37). He also observes that there is rarely congruence between what activists do in this field and what senior management wants them to do (p.38). In other words, there may be integration across institutional

activity areas, but alignment between values, vision, policy, plans and action will often be lacking.

There is clearly a tension between the notion that, in the 21<sup>st</sup> century, a “serious” university must, by definition, have an international orientation, and McNay’s assertion that it is acceptable for this to be of peripheral concern. The national survey undertaken as part of this study helps to investigate UK institutional attitudes towards internationalisation, thereby providing insight into the level of priority accorded to it at the time of the survey (2005). The survey also reveals the “internationalisation profiles” (ie. a summary of the balance of rationales) of a cross-section of the UK HE sector. The subsequent case studies demonstrate that, even among those institutions for whom internationalisation is of the highest priority, there are radically different values, rationales, approaches and strategies in evidence. The case study chapters explore the alignment of these within three quite different institutions and provide a window on their integration (vertical and horizontal) within institutional ethos and practice.

This chapter has explored the relevance to higher education of the concepts outlined in Chapter 1, noting some key pressures on the sector which can influence its interpretation of and approach towards internationalisation. It has also examined some conceptual frameworks which help to underpin the primary research that follows.

## **CHAPTER 3**

### **Research design and methodology**

This chapter explains the research design and methodology which underpin the empirical research to be reported in Chapters 4 to 7. It starts by articulating the research questions themselves, before outlining the research strategy (including the literature which helped inform this). It then explains how data were collected and analysed at both survey and case study stages of the project, and how the findings were validated, before examining the significance, limitations and delimitations of the findings. It is hoped that this will provide helpful context (and the information needed to facilitate replication) prior to giving an account of the findings themselves.

#### **3.1 The research questions**

As noted in the Introduction, the research questions grew from the author's observation of the varying priorities of different UK universities when it comes to internationalisation – and a particular interest in probing the way these relate to institutional mission and values.

The general research area concerns interpretations and manifestations of internationalisation and internationalism in the UK HE sector.

The primary research question was:

- What can be learned from an investigation of those UK HEIs which are perceived to be successful in demonstrating “integrated internationalism”?

More specific research questions were:

- At this point in time, what rationales and priorities do UK HEIs have when it comes to internationalisation, and are there any identifiable patterns according to institutional type?
- Does the interpretation of the term vary between (and within) institutions (and types of institution)?
- Which UK HEIs are perceived to be at the forefront when it comes to “integrated internationalism”?
- How does their interpretation of the term relate to their institutional mission and values?



- What do they perceive to be the key to successful integration of internationalism?
- Is there a difference between rhetoric and practice in this area?

Further questions which were envisaged at the outset, but subsequently modified, were:

- Is it possible to construct a model indicating those aspects of internationalism which are common to all institutions and those aspects which vary according to institutional mission and values?
- Is it possible to apply this model (or other lessons learned from this study) in order to support and advise a particular institution aspiring to achieve “integrated internationalism”?

Although one outcome was originally expected to be a model which might be of use to those institutions wishing to internationalise in an integrated way, the development of a detailed model (and the subsequent application of this to a particular institution) was rejected during the course of the project for a number of reasons. First, it became clear that the creation of the kind of sophisticated and complex (ie. mission-dependent) model envisaged would be beyond the scope of a DBA thesis, given that only a single researcher was involved; second, the Higher Education Academy had commissioned a research project which would look specifically at adapting existing audit tools to aid institutional internationalisation and would test the adapted product on a specific institution (with a view to subsequent use on a wider basis)<sup>1</sup> and there was a risk of duplicating work that was due to be carried out by experienced researchers with a strong resource base; finally, the intention to apply any model developed in order to support a particular institution aspiring to “integrated internationalism” was rendered more challenging due to a change in leadership at the proposed institution and the consequent reassessment of strategic direction.

Instead, the outcome of the project is closer to a self-interrogation tool about underpinning rationales, which institutions might use prior to embarking on an internationalisation strategy (or to monitor whether a strategy which is already underway remains on track from a culture change perspective). This is complemented by a series of recommendations for institutional policy-makers and practitioners, and some more general observations regarding conditions conducive to “integrated internationalism”.

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<sup>1</sup> The HEA project was based on fieldwork undertaken between August 2005 and September 2006. The main audit tools analysed and adapted were the International Quality Review Process (IQRP), an institutional self-assessment tool developed by Knight and de Wit (OECD 1999), and the Association of Commonwealth Universities (ACU) Commonwealth Universities Study Abroad Consortium (CUSAC) institutional benchmarking tool on internationalisation (ACU 2002, cited in Middlehurst and Woodfield 2007).

## **3.2 The research strategy**

The preceding chapters have drawn on existing literature on internationalisation and related issues. As indicated in Chapter 1, a gap was identified for an empirical investigation into current UK institutional interpretations of internationalisation, along with a more detailed examination of motivations, strategies and on-the-ground operations. Although this gap has to some extent been filled in the intervening period by the previously mentioned HEA-commissioned report (Middlehurst and Woodfield 2007), there are some notable differences between the HEA study and this current one which mean that they provide complementary (and often mutually reinforcing) perspectives on the current state of play.<sup>2</sup>

In addition to the academic literature, this study draws on other sources, including newspaper and magazine articles (which offer a more immediate snapshot of views on internationalisation), policy papers and conference proceedings. Given the predominantly qualitative approach being adopted, the role of the literature analysis is to help substantiate the research problem whilst not constraining the views of participants (Creswell 2003, p.46).

The research strategy itself was informed by various publications specialising in the theoretical underpinnings of social science research (eg. Creswell 2003, Punch 1998, Yin 2003), as well as those aimed specifically at the practitioner-researcher (Robson 2002) and those dealing with the application of particular methods (eg. Cassell and Symon 1994, Oppenheim 1992).

### **3.2.1 Strategy selection**

The study adopts a pragmatist knowledge claim position (Creswell 2003, p.6), which brings with it certain assumptions. Creswell describes pragmatism as “a concern with applications – ‘what works’ – and solutions to problems”. He notes that “[i]nstead of

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<sup>2</sup> Although the report deals comprehensively with the broad context for internationalisation, the needs of the external sponsor (the HEA) and the internal sponsor (the single case study institution) had specifically to be addressed. Methodologically, the HEA study combines desk research (building on work initiated in 2005 by the Leadership Foundation for HE (LFHE) (Koutsantoni 2006c)) with a single in-depth institutional case study which pilots an institutional research tool and looks specifically at the experiences of overseas students. For reasons of institutional confidentiality, the report does not include a direct discussion of information about the case study institution, though a broad-based commentary is provided and it is clear that the empirical investigation not only yielded useful insights into institutional practice but also helped to hone the research tool. The HEA project also engaged more than the current study with key UK policy agencies and drew some international comparisons. In contrast, the current study benefited from two-way communication with a wide range of UK HEIs, via the national survey, as well as particular insights into policy and practice at more than one institution, due to the multiple case study approach.

methods being important, the problem is most important and researchers use all approaches to understand the problem”.

Drawing on Creswell, the key characteristics of pragmatism can be summarised as follows. Pragmatism is not committed to any one system of philosophy and reality; pragmatists agree that research always occurs in social, historical, political and other contexts; pragmatist researchers are free to choose the methods, techniques and procedures that best meet their needs and purposes; they look to the “what” and “how” to research, based on its intended consequences and where they want to go with it.

Pragmatism is not strictly speaking a paradigm (which is, in any case, a complex and contentious term – see Punch 1998, p.28), and Creswell’s description of it as a knowledge claim position is apt. It is associated very much with real world research and therefore lends itself well to the objectives of a professional doctorate, where the researcher is a practitioner in the field of study and the completed research project needs to offer solutions which can be applied in the real world context.

Although the pragmatist approach may seem close to eclecticism (where decisions are made on the basis of “what seems best”), the fact that the value of a pragmatist investigation is explicitly determined by its practical results distinguishes the two approaches.

As pointed out in many modern texts on research design, “[t]he situation today is less quantitative *versus* qualitative and more how research practices lie somewhere on a continuum between the two.... The best that can be said is that studies *tend* to be more quantitative or qualitative in nature” (Creswell 2003, p.4).

This particular study uses a mixed methods approach, which is consistent with its pragmatist knowledge claim position. However, it is situated much more towards the qualitative than the quantitative end of the continuum. The aspects of the study which are quantitative are very much in the minority and are there primarily to provide context and direction for the subsequent, more qualitative phase of the research.

The empirical research is divided into two sequential stages. Stage one uses a mainly quantitative (but part qualitative) non-experimental survey to paint a broad picture of the UK higher education sector’s attitude towards internationalisation. Stage one data are also used in order to help select, via purposive sampling, the most appropriate research sites for stage two. This second stage adopts a qualitative, multiple case study approach

in order to achieve depth of understanding, which allows for issues to be probed and conclusions drawn in a way that would not be possible using only the broad sweep of the stage one survey.

As Punch points out, the case study is more a strategy than a method, adopting, as it does, a “holistic focus, aiming to preserve and understand the wholeness and unity of the case” (Punch 1998, p.150). A deliberate choice was made to undertake multiple case studies in order to be able to compare and contrast results. The design embeds multiple units of analysis within the different cases, taking care to address the case as a whole, as well as these individual sub-units (Yin 2003 pp.39-53).

A further argument for mixing methods is that of triangulation. Biases can be neutralised by combining quantitative and qualitative methods and “the results from one method can help develop or inform the other method” (Greene, Caracelli & Graham 1989, cited in Creswell 2003, p.15). In sequential procedures, “the study may begin with a quantitative method in which ... concepts are tested, to be followed by a qualitative method involving detailed exploration with a few cases or individuals” (Creswell 2003, p.16).

It is worth noting the need for the choice of methods to be sensitive to audience preferences. Thinking primarily of those practitioners in the field of international education who may find this research of interest, they are likely to be most comfortable with a predominantly qualitative approach, without too great an emphasis on statistics, but lent rigour by appropriate quantitative data where necessary. This anticipated preference was taken into account when the quantitative data were analysed.

### **3.2.2 Stage 1 (survey) – data collection and analysis**

Stage one data collection was in the form of a survey, conducted by means of a short self-administered online questionnaire.

Its objective was to explore institutional attributes relating to internationalisation (as perceived by key practitioners in the process) and to identify those institutions exhibiting “best practice” (as measured by peer recognition)<sup>3</sup>. Since this stage of the study was a preliminary one, to provide context for the subsequent case studies in stage two, the

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<sup>3</sup> It is important to note that the determination of “best practice” via peer recognition is an inexact approach. Individuals may deem a range of practices to be “best” and it is not possible to derive from this a clear picture of which precise practices are deemed to constitute “bestness”. However, it does offer a way of identifying institutions perceived (by those who are relatively well-informed) to have a good all-round reputation for their international outlook and activities.

survey method was selected for its economy of design and rapid turnaround in data collection (Creswell 2003, p.154).

The sample consisted of all those UK higher education institutions which were members of the British Universities International Liaison Association (BUILA). The fact that BUILA membership represents a high proportion of UK HEIs and an even higher proportion of those UK HEIs which are actively engaged in international activities, combined with relatively straightforward access to its mailbase of key contacts (normally the Head of International Office) and the fact that the Association was likely to be supportive of this type of research, were all contributory factors in determining this approach.

It was decided that a short online questionnaire would be the most likely method of eliciting a good response from this particular group. All target respondents were likely to be IT literate, familiar with this type of survey mode and grateful not to be asked to complete hard copy forms or to spend time undertaking lengthier exchanges such as telephone surveys. There were also benefits in terms of cost and convenience.

In order to iron out any wrinkles, both in the administration of the questionnaire and in terms of any ambiguities in content, a pilot version was sent directly to eight Heads of International Office (from a range of institutional types) in April 2005. Testing helped to establish content validity and to improve questions, format etc. (Creswell 2003, p.158). Lessons learned from the pilot were taken on board for the final questionnaire, which was administered in May 2005. A summary of the improvements derived from the pilot can be found in Appendix A.

Appendix B describes in more detail the process via which the questionnaire was administered, including the initial approach, measures to ensure BUILA buy-in, the feedback loop, factual data captured, confidentiality, and issues of timing and logistics. The period required for data collection for this stage of the study was 23 days.

The questionnaire was divided into four sections: Institutional Data; Institutional Priorities; Personal Perspectives; and Personal Data (with the majority of the final section being optional). Respondents were reassured about the confidentiality and anonymity of their responses. Sections 2 and 3 covered the following ground.

#### Section 2 (Institutional Priorities)

Having established factual institutional data in Section 1, this Section starts at Question 4 with an innovative exercise that involves the allocation of 20 points across four statements, representing the four main rationales for internationalisation.<sup>4</sup> The rationales are those most commonly used by writers on institutional internationalisation: Political; Academic; Economic; Social (see 2.2.1). However, since these categories might not have been clear to respondents (without a complex explanation, which was deemed undesirable), it was decided, for the purposes of the questionnaire, to provide statements (A, B, C and D)<sup>5</sup> which acted as proxies for each of the different rationales. The correspondence between the statements and the rationales is, of course, only approximate, but it is believed that the respondent's allocation of points across the different statements provides a realistic reflection of the perceived "balance of rationales" for each institution (comprising the percentage of points allocated to each rationale and often represented in the form of a pie chart). This can be summarised via an "internationalisation profile" that simply places in order of importance the initial letters of the rationales, highlighting the top two (presented in the format: **EPSA** – in this case signifying that the Economic and Prestige rationales ranked highest, followed by the Social and Academic rationales).<sup>6</sup>

It was decided that using a system which obliged respondents to allocate a limited number of points would force them to make choices about the priority of the different rationales for their own organisation, unlike – for example – a Likert scale which would have permitted high (or low) ranking for all rationales.<sup>7</sup> Analysis of the results by institutional type was also possible using this tool.

Question 5 goes on to probe whether terms related to internationalisation feature in the institution's mission statement<sup>8</sup> and Questions 6 and 7 explore whether the institution has a written internationalisation strategy and/or an international student recruitment

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<sup>4</sup> This is described as the Rationale Prioritisation Exercise, abbreviated to RPE.

<sup>5</sup> The statements used can be found in Chapter 4, Footnote 3 and Appendix D. The appropriateness of these particular statements as proxies for the different rationales came under question during the course of the project (once the case study data were available for analysis), and some revised versions are proposed in 8.2.1 and Appendix G.

<sup>6</sup> If two rationales are equally ranked, this can be represented by placing an oblique between them (eg. **E/P S/A**)

<sup>7</sup> I first used this technique for my initial DBA assignment in 2003 (to establish changes over time in the balance of different organisational cultures). It was adapted for use in the thesis research and worked well both in terms of usability (only one person participating in the survey misunderstood the instructions) and reliability (the averaged RPE results of the UKCOSA triangulation exercise were in line with those of the BUILA survey, and the averaged RPE responses of participants in each case study were in line with the qualitative information from the institution concerned).

<sup>8</sup> Consideration was given to whether to ask respondents to submit mission statements electronically, so that they would be susceptible to more formal, electronic methods of analysis. In the end, it was felt that not all respondents would be immediately *au fait* with the text of their institutional mission statement and that the requirement to (a) find the text and (b) type it out risked putting people off and thereby reducing the completion rate of the survey. Instead, the phrasing used in Question 5 was selected.

strategy, and, if both, how they relate to one another in terms of the hierarchy of institutional strategies.

### Section 3 (Personal Perspectives)

This section starts by determining (in Question 8) the role of the respondent within their institution and (in Question 9) the reporting line of the Head / Director of International Office. The main objective of questions 10 and 11 is to check whether there is a discrepancy between the perceived internationalisation priorities of top management and those of the practitioner. A secondary objective is to supplement the answers to Question 4 by offering the opportunity for a free text response and by focusing more on the benefits (outcomes) of internationalisation, as opposed to the rationales for engaging in the first place.

Question 12 is an important one within the survey as it helps identify institutions for the multiple case study stage of the project. It was felt that a quantitative analysis of the perceptions of peer practitioners regarding those HEIs deemed to demonstrate “best practice” in “integrated internationalism” would offer a suitable purposive sampling tool, with the most frequently cited institutions (representing a range of types) considered as possible case study sites for qualitative and in-depth examination.

In order to avoid ambiguity about what is meant by “integrated internationalism” (this point has deliberately been left unexplained until this stage in the questionnaire), a definition is provided (the working definition outlined in 1.4). It was decided to provide this definition only at the very end of the questionnaire, so as not to colour respondents’ responses to earlier questions. (One of the advantages of the online format is that it ensures that questions are answered in the correct sequence.)

The success of internationalisation strategies is defined to a large extent by perceptions – and UK practitioners in the field of international education were thought likely to be better informed about which of their fellow institutions excels in this area than most other potential respondent groups. However, scope was left to include within the pool of case study institutions ones which were selected via means other than the views of survey participants (see 3.2.3).

Appendix B includes the full questionnaire.

In summary, it probed:

- Respondent's perception of own institution's rationales and priorities when it comes to internationalisation
- Whether or not internationalisation (or similar concepts) are mentioned in the institution's mission statement
- The nature and scope of any institutional internationalisation strategy
- Any discrepancies between respondent's priorities and respondent's perception of top management priorities
- Any benefits of internationalisation not covered by earlier responses
- Practitioner identification of institutions demonstrating "best practice" in "integrated internationalism".

### **3.2.3 Stage 2 (case studies) – issues relating to selection of sites**

Four institutions (two pre-92 and two post-92), all based in England, were approached in the first instance. These included the three institutions receiving more than one mention in responses to the survey question which asked respondents to indicate which UK institution (preferably of the same institutional type as their own) they believe demonstrates the best practice in integrated internationalism. The fourth institution on the list was a "wild card", which did not receive a mention in the survey but which I knew to have adopted an atypical approach to internationalisation and, therefore, to be worthy of investigation.<sup>9</sup>

The nature of the approach to each of the institutions varied, so that personal contacts could be used to optimise the likely success of the request for access.<sup>10</sup> In all cases, the request was accompanied by an offer to provide tailored feedback once the research had been completed. All institutions provided a decision within a matter of days, with three readily agreeing to participate. The fourth (one of the pre-92 institutions) declined on the grounds that the timing was difficult, since it was in the process of making significant changes to the structure and focus of its international efforts.

It was decided that these three institutions would provide a sufficiently wide spectrum of approaches and there was no need to approach a further institution (especially as no

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<sup>9</sup> A cross-section of institutional types had originally been planned, but this was ultimately considered less important than the selection of "extreme" cases, which would demonstrate contrasting rationales for and approaches to internationalisation. It was fortunate that the three case study institutions provided such distinctly different approaches, although this was partly due to the application of professional knowledge to help ensure institutional variety.

<sup>10</sup> Approaches to two of the institutions were made by the Vice-Chancellor of my own institution asking her opposite number to support the access request; in the case of the other two, I approached the Director of the International Office, asking them to refer the request onwards as appropriate.



obvious candidate presented itself). The purposive sampling technique benefited from selection on the basis of peer recognition, supplemented by selection on the grounds of professional experience and interest.

### **3.2.4 Stage 2 (case studies) – data collection**

The key methods adopted in Stage 2 of this research (multiple case studies) comprised in-depth, one-on-one, in-person, semi-structured interviews supplemented by documentary analysis.

These activities were designed to yield information on both the private and public face of the institution. Since the interviews alone would have provided a relatively narrow picture (derived from the perceptions of a few individuals), it was decided to illuminate this window on the private face of the institution via an examination of its public face through its public documents. In addition to this, further documentary analysis of private or other contextualising documents was possible in varying degrees. The spectrum of evidence under analysis was broadly as follows:

#### **Private Face**

- Exercises completed by interviewees (rationale and activity prioritisation)

- Interview transcripts

#### **Contextualising documents**

- Internal strategy documents (where made available)

- Externally available papers by / about key institutional staff or projects  
(where applicable)

#### **Public Face**

- Externally available University publications

- (website, annual report, prospectuses, internationally-orientated guides)

- Other public sources of information (Higher Education Statistics Agency (HESA), Higher Education & Research Opportunities in the UK (HERO) website etc.)

The decision to include both the private and the public face of the institution ties in with the argument (inherent within our working definition of “integrated internationalism”) that public communication is, nowadays, an integral part of institutional identity. This notion is described by McLennan et al. (2005) as “the condition of publicity”.<sup>11</sup>

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<sup>11</sup> An investigation of the way the London School of Economics inhabits and interacts with the wider world demonstrates that “through regular, attractive, routine ‘flagging’ of LSE images and values, both internal identity and public presence are cemented” (McLennan et al. 2005, p.251).

#### **3.2.4.1 Interviews**

Interviews were conducted with at least three members of staff at each of the three case study institutions. The staff were selected by role:

1<sup>st</sup> interviewee: member of the Top Management Team with responsibility for international activities / internationalisation (normally at Pro-Vice-Chancellor level or equivalent)

2<sup>nd</sup> interviewee: Head / Director of International Office or equivalent

3<sup>rd</sup> interviewee: Head of undergraduate programmes / curriculum / learning & teaching for the institution's Business School

The first two interviewees (both key players in terms of the profile, scope and operationalisation of international activities within the institution) were readily identifiable in each case, though – in the case of one institution – the Vice-Chancellor also asked to be interviewed (providing an extra insight into top management views) and there were two individuals who could be described as Head of International Office, so both were interviewed (resulting in a total of five interviews for this particular institution).

In each case the senior management representative had an academic background in a discipline which lent itself to an international perspective. All had publications to their name, though levels of research activity and current academic engagement varied. The International Office representatives tended not to be practising academics, but represented a variety of backgrounds including education, English language teaching, marketing and study abroad administration.

The third interviewee was selected in order to ensure inclusion of the perspective of a regular, practising member of the academic community. In order to minimise the variations associated with different disciplines, a broad academic area (Business) was identified which existed within all three institutions. Within this, a particular role was sought which would also exist at all three. The intention was to find a role which, whilst not directly involved in the internationalisation agenda, had the scope to influence its adoption and application at School / Faculty level. The academic role identified as most appropriate was that of Head of undergraduate programmes / curriculum / learning & teaching for the Business School. Although the job title varied from institution to institution, an appropriate role existed in all of them.

In the chapters which report the case study findings, the representatives of the different functions are designated (for each institution) as SM (Senior Management), IO (Head of International Office) and BS (Business School academic).<sup>12</sup>

Each institution was visited on a separate day in July 2005. Interviews varied in length between 35 minutes and over two hours. A slightly different interview guide was used, depending on the role of the interviewee, though this remained consistent across each role category.

Between them, the interview guides included questions covering the following broad themes (often from multiple perspectives):

- Definitions and rationales for internationalisation (including prioritisation exercise) – and any discrepancies between institutional and personal perspectives
- Presence / integration of international dimension within mission, vision, strategic plan, internationalisation strategy, other strategies and policies
- Communication mechanisms (internal and external) for international vision
- Supporting structures / mechanisms at institution and School level, including financial incentives; deliberative / committee structures; key support services
- Supporting processes, including policy implementation systems; planning process; channels for communication and coordination of international activities
- Level of staff awareness and buy-in (including variations in this); cross-institutional cooperation
- Remit and reporting lines of International Office
- International activities of highest importance (including prioritisation exercise) – at School and institution level
- Impact of internationalisation on teaching and other core functions at School level
- Top three benefits of internationalisation (at School and institution level); disadvantages of internationalisation
- Level of engagement with the European agenda
- Level of support provided by national bodies (including government)
- Anticipated future changes in international vision and effect of these on institution as a whole

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<sup>12</sup> In the case of Institution C where there were five interviewees, the Vice-Chancellor is SM1, the senior manager with responsibility for internationalisation SM2, and the two individuals heading up different strands of International Office activity are IO1 and IO2.

The broad focus for all three respondent types was on the way that the institution (and individuals within it) interpreted internationalisation, the rationales for pursuing this, how internationalisation was integrated with institutional mission and values, what the key features of international strategy were, how these were supported via structures, policies and processes, and how the strategy was reflected and operationalised “on the ground”. Examples of the interview guides are provided in Appendix C.

As part of the interview, participants were asked to complete two simple exercises. The first was the same Rationale Prioritisation Exercise (RPE) used in survey question 4 (see 3.2.2 and Appendix B), which helped to determine the main drivers for internationalisation at the institution. It also gave an insight into whether there was a consistent perspective on these from the participants at a given institution. A copy of this exercise is provided in Appendix D. The second exercise was an Activity Prioritisation Exercise (see Appendix E). A list of 22 internationally orientated activities (broadly derived from checklists produced by Knight, but adapted and supplemented on the basis of my own experience of the UK context) was given to participants with a request that they identify those of greatest importance to their institution, with a guideline figure of “between 8 and 12” activities suggested. One participant in each institution (the Head of International Office) was also asked to rank the activities in order of importance. This exercise helped to identify the priority activities for each institution, to determine whether these were consistent with the declared rationales and the thrust of the interviews and documents, and whether participants’ perspectives on key activities were consistent.

Although interviews were audio-taped as a safeguard (in order to cross-check what was said and to protect the researcher in case of disputes over content), the primary way of recording information was via notes taken at the time of the interview. These were subsequently written up, with the audio-taped version used as a reminder of the precise context, rather than as the source for a word-for-word transcription. This was partly a matter of personal preference and partly because it was felt that the filtering which takes place at the time of the interview - between the words being uttered and the researcher writing (some of) them down – is a helpful part of the process of data collection, providing an immediate assessment of the most important points, which might be lost by waiting for a full transcription to be prepared before filtering could be undertaken. It also meant that participants were able to opt out of being audio-taped if they so wished. In the event, only one participant chose to do this.

### 3.2.4.2 Documents

The decision to include documents as a supplementary data source relates to the requirement in our working definition of “integrated internationalism” for the institution’s international dimension to be “deliberately coordinated as part of a vision which clearly (and publicly) articulates the nature and focus of the institution’s international effort”.

The analysis of documents broadens the evidence base for the research. It provides a check that what is being claimed verbally by interviewees and what is articulated in writing by the institution correspond, thereby providing a form of triangulation.

Publicly available promotional documents such as prospectuses and annual reports, as well as institutional websites<sup>13</sup> and internationally-orientated brochures, provided a helpful starting point. Additional contextual information was derived from official documents (where these were made available) and external publications by key actors in the institution’s internationalisation process or about key projects. Some of the case study institutions were more forthcoming than others. In one case, all documents (including strategies and operational plans) were available on the public website. In another case, a draft copy of the institution’s internationalisation strategy was provided after the interviews had taken place. At the other extreme, there were no official documents in the public domain and no access to anything which was not already public.

In addition to documents emanating from the institutions themselves, factual information was obtained from national bodies such as HESA and from the HERO website.

### 3.2.5 Stage 2 (case studies) – data analysis

The analysis of the data was an ongoing and iterative process, with the interview data informing the way that the documents were analysed, and the content discovered within the documents prompting scrutiny of particular aspects of the interview results.

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<sup>13</sup> The website was selected as a significant “document” to analyse since (a) it was likely to include mention of all the core activities which might incorporate an international perspective (and, if it did not, might indicate a gap between theory and practice) and (b) it was the publication which most effectively represented a **public** articulation of the institution’s international effort. There are, of course, limitations. These relate to the fact that a poor website (in terms of either structure or content) can fail to convey the fact that excellent work is being undertaken within the institution. The same can be said of other forms of documentation. However, this still provides a valuable triangulation function and (particularly in the case of the website) acts as a proxy for “what’s happening on the ground”. Since documentary analysis was not being relied upon exclusively as a method of data collection, but served to supplement data gathered via interviews, concerns relating to these limitations were reduced (cf. Forster 1994, p.149).

Creswell pointed out that “[c]ase study and ethnographic research involve a detailed description of the setting or individuals, followed by analysis of the data for themes or issues” (2003, p.190). In the case of this study, the provision of a detailed description raised some interesting issues about whether or not to name the case study institutions. These are dealt with in 3.4.

The six steps for data analysis and interpretation suggested by Creswell (2003, pp.191-195) provided a useful framework. In particular, it was helpful to treat each case separately to start with, before identifying cross-cutting themes and starting to draw comparisons, connections and conclusions. Creswell’s sixth and final step relates to the interpretation of the data – including “the lessons learned”, which ties in well with this study’s real world approach (also described as “action meanings”) (op. cit., p.195).

Interview data were analysed by comparing the different perspectives articulated by interviewees at a given institution in respect of the topics under discussion; developing common categories for analysis across institutions; noting down key emerging themes within each case study, and (within the common categories) exploring the most significant of these in depth. The content and emphasis in the documents were compared with the key themes emerging from the relevant interviews, with reinforcements and discrepancies noted. Chapter 8 seeks to interpret the findings, by drawing comparisons across the three cases.

### **3.2.6 Validation of findings**

There are various recognised strategies for the validation of findings (see Creswell 2003, p.196). One which has already been mentioned is the triangulation of different data sources. The use of a survey, interviews and documentary analysis for this project ensured a high degree of triangulation.

Limited triangulation of three of the survey questions (4, 5 and 11) with a different, yet similarly engaged, audience proved possible when I co-delivered a session at the annual UKCOSA conference in June 2005. The audience was asked to participate in three simple exercises designed to reveal their institution’s main rationales for internationalising; whether or not their mission statements had an international dimension; and the main perceived benefits of internationalisation from their own perspective. A participant profile was derived from the session attendance sheet, matched against the list of conference attendees. The results of this triangulation exercise are touched upon in Chapter 4 and reported in greater detail in Appendix F.

Even within the interview element of each case study, some triangulation was provided via the inclusion of a party with no specific function-related interest in the internationalisation agenda in order to provide a counterpoint to the two parties who were more closely involved. Within the documentary analysis, the public-facing website also provided a counterpoint to the official documentation.

Member-checking of the written-up interview notes was undertaken. Given the possibility that the identity of individuals might potentially be inferred (see 3.4), it was particularly important to ensure that those individuals were comfortable with the accuracy of the qualitative findings. In all cases the interview notes were accepted with no - or minimal - amendments.

### **3.3 Significance**

The results of this study will add to the scholarly literature in this area by providing a recent (empirically-based) picture of the state of UK HE internationalisation and a series of recommendations for institutional leaders, policy-makers and practitioners seeking to internationalise in an integrated way. A self-interrogation tool to aid this process also emerges.

A report on the outcome of the survey was made available to members of BUILA and tailor-made feedback will be provided to each case study institution in due course (all institutions took up the offer to receive such feedback).

Other interested parties may include those bodies promoting or developing aspects of higher education internationalisation at national level, such as the Department for Education & Skills (DfES), the British Council and UKCOSA: the Council for International Education. The findings may also be of interest beyond the UK to those pursuing an integrated approach to internationalisation within other HE systems or seeking to compare approaches in their own country with those in the UK.

### **3.4 Ethics and confidentiality**

During the survey phase, it was important to reassure respondents that the data supplied would be treated as confidential, that no comments would be attributed and information disclosed only on an aggregated and anonymous basis.

It was recognised that those institutions approached to participate in the case studies might have concerns about commercial confidentiality. These were overcome by explaining that the focus of the study would be on the ways in which institutions integrate their internationalisation efforts effectively with their institutional mission, rather than revealing the specifics of individual policies or projects.

Prior to the interviews themselves, the research objectives were articulated verbally and in writing so that participants were clear about these and about how the data would be used. Participants were also informed of all data collection devices and activities, and the option of declining to be audio-taped; explicit confirmation was given, via a Participant Information Sheet, that the researcher would seek to protect the privacy of participants and would adhere to the ethical code for researchers. Each participant signed a Consent Form before commencement of the interview.

Considerable thought was given to whether to seek to anonymise case study institutions in the final thesis, or whether to disclose their identity. Originally, it was considered preferable to name them and, indeed, the most senior participant at each institution agreed that the institutional identity could be disclosed. However, this option was ultimately rejected.

The advantages of identifying institutions by name relate to the fact that this is a practical piece of research, designed to be of benefit to fellow practitioners. Having identified that “good practice” is being shown by the case study institutions, not disclosing their identities might artificially limit the potential benefits of the study. The benefits to the institutions themselves of being revealed as HEIs deemed to demonstrate “good practice” were a consideration too. It could also be argued that, to anyone familiar with the UK HE sector, the institutions would in any case be readily identifiable from their descriptions, so there is little point trying to disguise them. Precedents exist for the kind of study which identifies participating institutions (eg. Taylor 2004, Clark 1998).

The disadvantages of disclosing institutional identities are that, although only roles and not names of individual participants are referred to, it would be possible to infer the identity of the individual from the information on their role and institution.<sup>14</sup> Another

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<sup>14</sup> This risk was drawn to the attention of individual participants at the outset and each nonetheless agreed to proceed. They were informed of the option to have particular comments, with which they did not wish to be associated, attributed to a generic “participant in the study” rather than to their particular role.



disadvantage is the potential temptation to downplay negative findings or discrepancies because the institution is readily identifiable.

In order to avoid these pitfalls, each institutional case study chapter within this thesis is written up in a way which does not automatically disclose the identity of the institution, though no particular effort is made to disguise this. It is believed that this approach allows for the institutions to be written about more freely in their capacity as “extreme cases”. It is also believed that the reader will be able to read the accounts free from the “baggage” of knowing the institutional identity from the outset.

### **3.5 Limitations and delimitations**

Some of the limitations of the study have already been articulated. It looks in depth only at three institutions of quite different types, yet seeks to derive more widely applicable recommendations. The purposive sampling procedure decreases the generalisability of the findings. A good deal of emphasis is placed on the perceptions of a limited number of participants, again reducing generalisability (though attempts are made to triangulate these with other data sources).

My own inherent biases may colour the findings, despite efforts to neutralise them. It is of clear significance that I have my own interpretations of internationalism and internationalisation, derived not only from academic readings but also from professional experience.

It is likely that practitioners are more familiar with HEIs in their own country of the UK (England, N.Ireland, Scotland, Wales) than with those in any of the other countries. This may have led to a bias towards selection of English institutions as those which demonstrated “best practice” in “integrated internationalism” (Question 12 of survey), simply because the majority of practitioners completing the questionnaire was from England. However, the advantage of all the case study institutions being from the same country is that it reduces variables associated with different national priorities and support.<sup>15</sup>

Delimitations of the study include the fact that it does not undertake detailed statistical analysis of quantitative data, since this is not what this, predominantly qualitative,

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<sup>15</sup> This additional set of variables would have been of particular relevance if any of the case study institutions had been Scottish, since the national context in Scotland is demonstrably different from that in England (and the rest of the UK).

interpretation requires. A subsequent, more quantitative study could potentially be undertaken based on the data collected via the survey.

This study also focuses predominantly on areas of “good practice”. Although some exploration of potential barriers (and ways to overcome these) is included, this is not the primary focus of the project, which is more about deriving recommendations from those who are deemed to perform well in this area. Examples of poor practice are therefore not explored in any detail.

One likely question is why no students were interviewed as part of this study, as a measure of effectiveness of practice “on the ground”. This option was considered but rejected for various reasons. First, in order to reflect both major strands of international activity (internationalisation “at home” and “abroad”), it would have been necessary to include a wide range of students, both domestic and international. Second, it would have been difficult to remove the bias which comes from discipline studied, country of origin and other such factors. Given the above, it was felt that – if students were to be included – the data would be more useful if it were collected via focus groups rather than one-on-one interviews. However, this would introduce a new method and additional activities which would extend the scope and duration of the project beyond what can realistically be expected of a DBA thesis. The logistical challenges of convening a representative focus group of students in an institution other than my own were also significant. The conclusion was that, whilst the student perspective would be interesting, it was beyond the scope of the present study to explore this.

It is also worth noting that active dialogue with national bodies associated with internationalisation was not included in the primary research. Finally, the research confines itself to the UK setting, despite being a study about internationalisation. Although some non-UK comparisons and frameworks have been referred to, the nature of the study (located in a specific historical and social context) means that it lays itself open to accusations of adopting an Anglo-centric approach.<sup>16</sup>

Having provided in this chapter detailed information on the research design and methodology, the next four chapters devote themselves to an account of the research findings themselves, starting with the survey results in Chapter 4.

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<sup>16</sup> For a study that offers a comparative dimension, contrasting interpretation and implementation of HE internationalisation across cultures, see the most recent IAU Global Survey (Knight 2006).

## **CHAPTER 4**

### **Taking the temperature of the sector: national survey results**

This chapter outlines the findings from the national survey of BUILA members conducted in May 2005. The purpose of the survey was to “take the temperature” of the UK HE sector at that particular time with regard to interpretations of and approaches to internationalisation. It is acknowledged that it provides only a partial picture and a snapshot at a particular moment. However, it yields some interesting information on the state of play across the sector, as well as some helpful context within which the three case studies can be situated.

The chapter starts with information on response rates and profile of respondents, before reporting the results of the different elements of the survey which are broadly divided into Institutional Priorities and Personal Perspectives (for the full questionnaire, see Appendix B). The responses to three of the questions were able to be roughly triangulated with those given by a different respondent base on the occasion of the UKCOSA conference in June 2005. A full account of the triangulation exercise is provided in Appendix F. Brief comparisons between the UKCOSA and BUILA responses are given in footnotes within the main text at the point where the relevant questions (4, 5 and 11) are discussed.

The results of the survey point to some clear conclusions about the UK HE sector as a whole, about sub-sets within the sector, and about the kinds of issues with which institutions are grappling when it comes to internationalisation.

#### **4.1 Respondent profile**

The total number of subscribers to the BUILA emailbase at the time of the survey was 414. They were spread across 122 institutions (BUILA members). Membership is an effective proxy for “UK HEIs with an interest in international activities” – from Oxbridge to the very newest HEIs.<sup>1</sup> The number of BUILA members also corresponds very closely to the number of HEIs (with their own degree awarding powers) listed at the time of the survey on the DfES website (126 institutions) and with Universities UK (UUK) membership at the time (120 institutions). There is not an exact correlation,<sup>2</sup> but the

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<sup>1</sup> It is worth noting that the survey was conducted at a time when a number of institutions were gaining university status and joining the sector as new entrants.

<sup>2</sup> For example, many of the Welsh institutions do not appear on the DfES site, and some institutions without degree-awarding powers do appear among the BUILA membership.

figures and institutional breakdown are close enough to provide reassurance that BUILA membership includes a high proportion of all relevant categories of institution and, even if not statistically representative, is broadly representative of the population of UK HEIs as a whole.

Of the 414 BUILA subscribers, 54 individuals responded to the survey (a response rate of 13%). However, more importantly, a total of 46 out of 122 institutions submitted a response (a response rate of 38%). If non-university HEIs and other non-university institutions are removed from the sample, leaving only those with university status, the response rate rises to 42%. On average, 1.17 individuals submitted a response per responding institution.

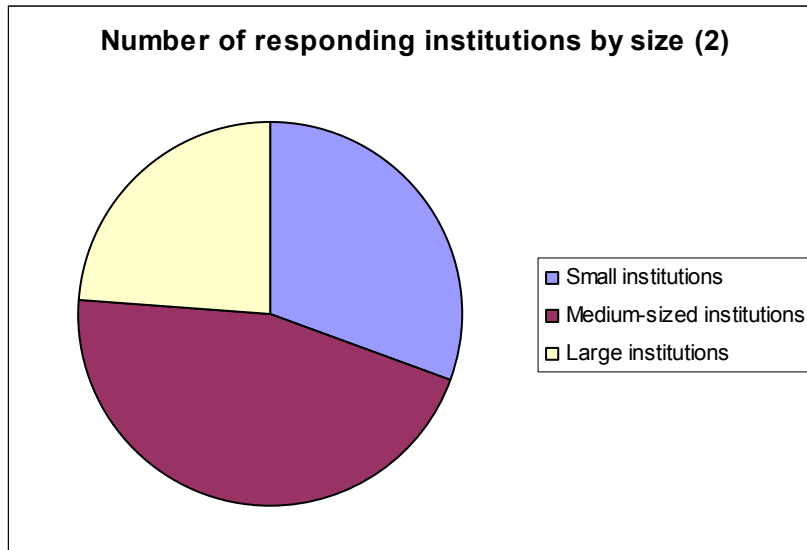
#### **4.1.1 Responses by UK country**

The different countries which make up the UK responded as follows. 33 English institutions submitted one or more responses, compared with 8 Scottish, 5 Welsh and no Northern Irish institutions. These figures represent a response rate of 36% of English BUILA member institutions, 50% of Scottish member institutions, 42% of Welsh member institutions. However, distinctions between English, Scottish and Welsh institutions are not made in the course of the following analysis.

#### **4.1.2 Responses by institution size**

The composition of the sample in terms of institutional size was as follows. 30.4% of responding institutions had between 10 and 15,000 students, 21.7% between 5 and 10,000 students, 15.2% between 15 and 20,000 students, 13% had over 25,000 students, 10.9% had between 20 and 25,000 students, and 8.7% had under 5000 students. Simplifying this somewhat and reducing the categories to “small” (under 10,000), “medium-sized” (between 10 and 20,000) and “large” (over 20,000 students), the results are as follows. 45.7% of responding institutions were medium-sized, 30.4% were small and 23.9% could be classified as large.

**Figure 1**

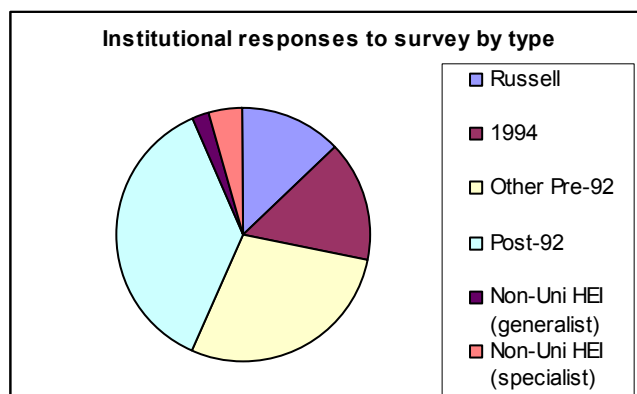


#### **4.1.3 Responses by institutional type**

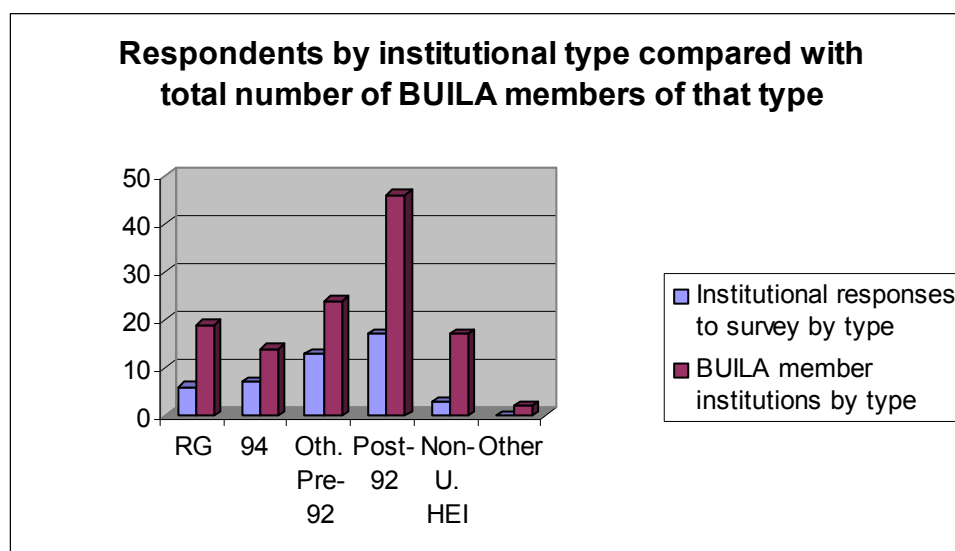
For ease of reference it was decided to classify institutions by means of a traditional typology: Russell Group; 1994 Group; other pre-1992; post-1992; and non-university HEIs (either generalist or specialist) (see Appendix B).

6 of the institutions responding were Russell Group universities, 7 from the 1994 Group, 13 were other pre-1992 universities, 17 were post-1992 universities, 1 was a generalist non-university HEI and 2 were specialist non-university HEIs. For the purposes of the survey, Warwick and LSE are being classified as Russell Group universities, rather than 1994 Group universities, even though they are members of both groupings. Response rates by type (ie. proportion of BUIA members of that type supplying one or more responses) were: Russell Group 32%; 1994 Group 50%; Other pre-92 universities 54%; Post-92 universities 37%; generalist non-university HEIs 20%; specialist non-university HEIs 17%. These percentages show how the low proportion of non-university member institutions who responded pulled down the overall response rate to 38%.

**Figure 2**



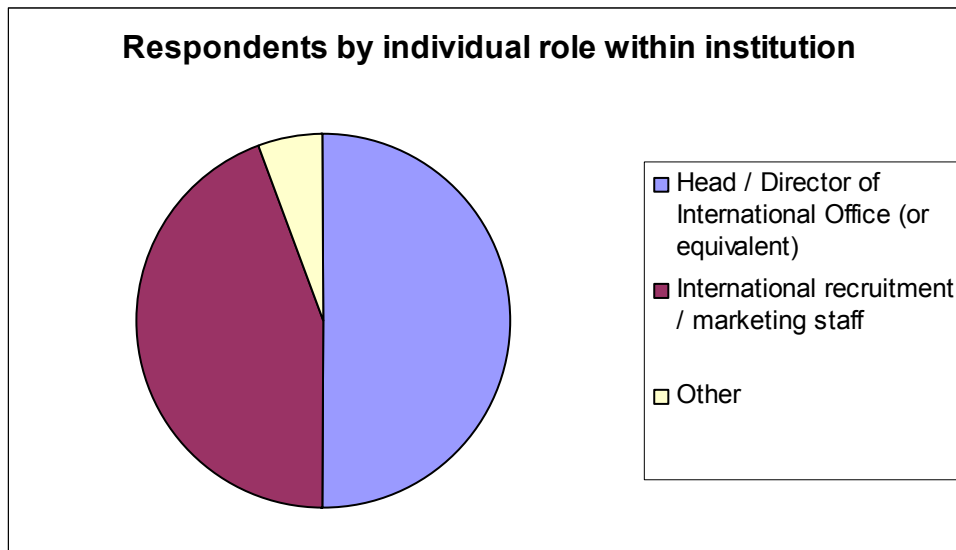
**Figure 3**



#### **4.1.4 Responses by individual role within institution**

It was considered relevant to take into consideration the role of individual respondents within their institutions. Of all 54 respondents, the role breakdown was as follows: 50% were Head / Director of the International Office (or equivalent); 44.4% were international recruitment / marketing staff; only 5.6% (3 respondents) had a different designation (either administrative staff or international student support staff).

**Figure 4**



## **4.2 Institutional priorities**

Although this section deals with institutional priorities, it is important to note that the results represent practitioners' **perceptions** of those priorities, starting with perceived institutional rationales for internationalisation. Even when we move on to examine the prominence of the international dimension in mission statements and strategies, this is being judged on the basis of respondents' accounts, rather than on independently gathered information. The findings are nonetheless valuable, since they represent the perceptions of key players within the institution, who have a particular interest in the international agenda.

### **4.2.1 Rationales for internationalisation: results of Rationale Prioritisation Exercise (RPE)**

Using the four statements (A to D) in Question 4 of the questionnaire as proxies for the four different rationales for internationalisation<sup>3</sup> allows us to determine the balance of

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<sup>3</sup> The statements used in the questionnaire (and their related rationales) were as follows:

**Statement A (Political)**

My institution is concerned with enhancing its international profile as a world class institution

**Statement B (Academic)**

My institution is concerned with enhancing academic quality by ensuring that non Anglo-centric perspectives permeate the curriculum

**Statement C (Economic)**

My institution is concerned with generating significant income from international sources

**Statement D (Social)**

My institution is concerned with equipping all its students (and staff) to operate effectively in a world where borderless careers and cross-cultural interaction are the norm

rationales ascribed by each respondent to his/her own institution. Using “average number of points allocated”, the balance of rationales for the UK HE sector as a whole is as follows:

38.5% Economic

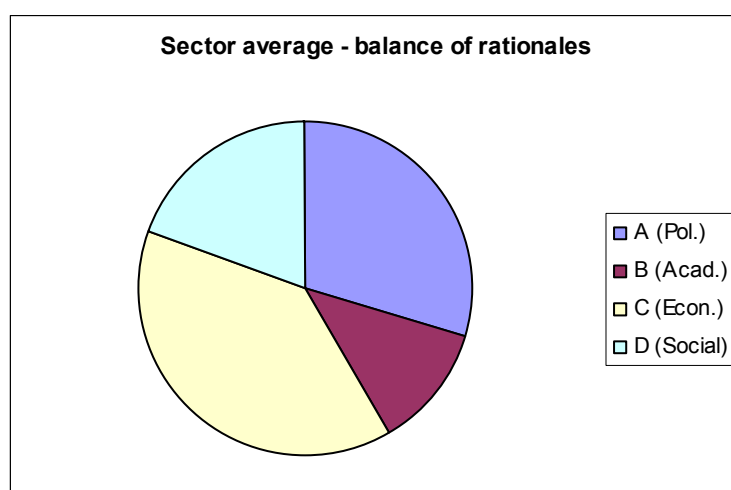
30% Political<sup>4</sup>

19.5% Social

12% Academic

Because averages tend to reduce variations, it is also worth looking at the order in which individuals have ranked the rationales. Taking only those rationales which individuals placed top or joint-top amongst their selection, 48.9% of top / joint top rationales were Economic, 32.9% were Political, 12.9% were Social and 5.7% were Academic.

**Figure 5**



What is clear is that the sector-wide internationalisation profile in the UK prioritises the Economic and Political rationales over the Social and Academic ones (using the initial letters of the different rationales, the profile can be summarised as **EPSA**).<sup>5</sup> A comparative study (using the same approach) with other countries (European and non-European) would be an interesting exercise.

<sup>4</sup> Although the term Political is used to describe the rationale associated with Statement A throughout this chapter, in line with Knight and de Wit's original rationales, it was decided, following completion of the survey stage, that this rationale would more appropriately be termed the Prestige rationale (the term used from Chapter 5 on), which describes more precisely one of the primary motivations of UK HEIs for internationalisation. This modification is dealt with in greater detail in Chapter 8.

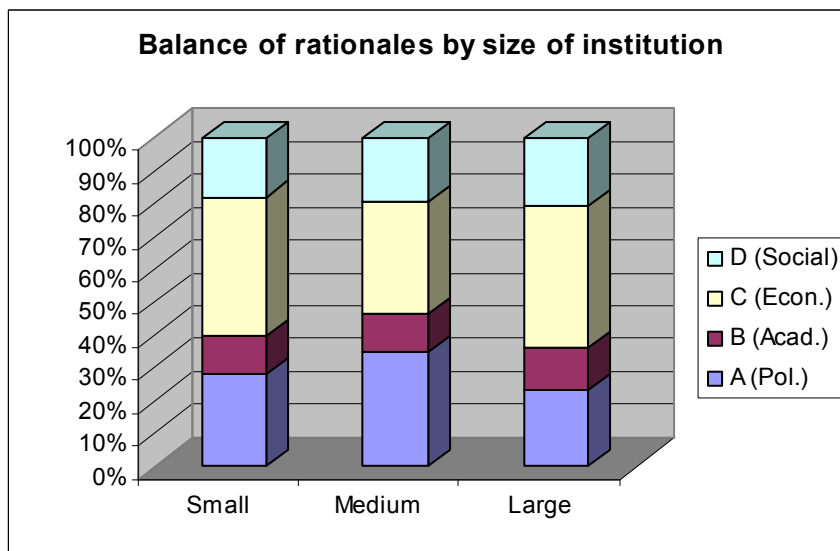
<sup>5</sup> The internationalisation profile resulting from the exercise conducted at the UKCOSA conference was identical (**EPSA**), though the balance of institutional rationales was perceived as being even more skewed towards the Economic and Political (and away from the Social and Academic) than was the case with the BUILA respondents. The UKCOSA participants perceived their own institutions' balance of rationales as follows: Economic – 53%; Political – 24%; Social – 14%; Academic – 8%.



#### 4.2.1.1 Balance of rationales by institution size

The allocation of points would indicate that small (under 10,000 students) and large (over 20,000 students) institutions have stronger Economic rationales than medium-sized (10-20,000 students) institutions (which account for 46% of the sample). For the medium-sized institutions, the Political rationale is as important as the Economic rationale. The large institutions place very slightly more significance on the Social and Academic rationales than the small and medium-sized institutions, though the difference is negligible. On the whole, size of institution does not seem to have much bearing on the balance of rationales.

**Figure 6**



#### 4.2.1.2 Balance of rationales by institutional type

The variations in rationale by institutional type are probably the most significant and interesting. Before discussing these, it is worth commenting on senses of “shared mission” amongst different institutional mission groupings.

An examination of the website for The Russell Group<sup>6</sup> highlights a common commitment to developing a UK HE sector with “institutions which are at the forefront internationally”, with “resources capable of matching the very best competition internationally”, engaging in research work of “the highest international standards”, and developing opportunities “for an increasing independence from state regulation and funding”. It highlights benefits to the UK which include economic innovation and competitiveness, the health of the

<sup>6</sup> <http://www.russellgroup.ac.uk/about.html> (accessed 19 April 2007)

nation, benefiting society, and international relations. In light of this, and the growing importance of international league tables such as the Shanghai Jiao Tong Index, it might be expected that the Political (Prestige) rationale would feature strongly for Russell Group institutions.

The 1994 Group website<sup>7</sup> uses language which indicates a strong focus on higher education markets. One of its aims is to “achieve awareness and profile that underpins the ambitions of member universities in global markets”. It stresses the mutually reinforcing nature of high quality research and teaching, the need for innovative and flexible approaches, and enhancement of the experience of students and staff from diverse backgrounds.

Apart from Russell Group and 1994 Group, the institutional classifications used in the survey<sup>8</sup> are loose rather than formal (Other post-92, Pre-92 and Non-university HEI). There is certainly a sense that the different groupings occupy slightly different spaces within the sector and may have somewhat different priorities as a result of this. The internationalisation survey results tend to support this suggestion.

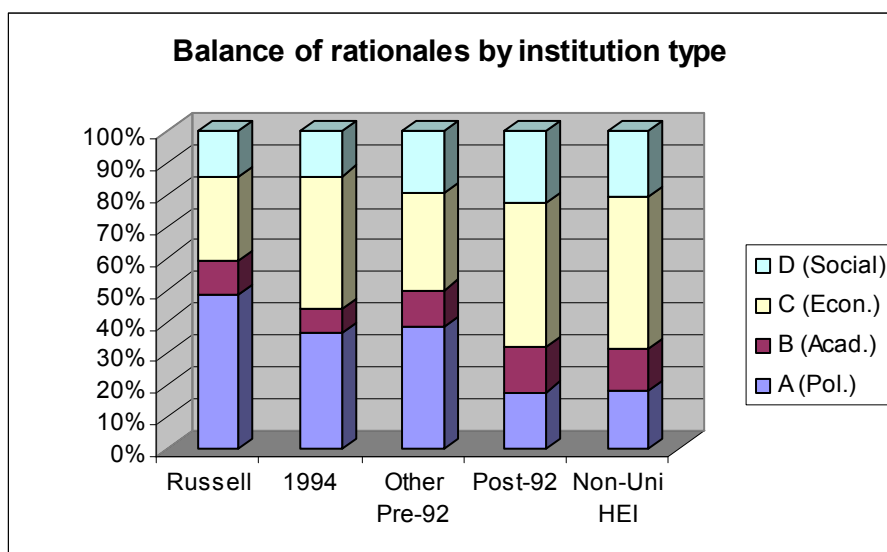
The Political rationale is by far the strongest among the Russell Group institutions (48.5% of points allocated to this) and the least marked in the Post-92 and Non-university HEI sectors (18% and 18.5% of points respectively). The Economic rationale is strongest in the Non-university HEI and Post-92 sectors (48% and 46% respectively) and the least marked among Russell Group institutions (26.5%). Of all institutional types, the Post-92 institutions appear to have the strongest Social rationale (22.5% of points) and the strongest Academic rationale (14% of points).

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<sup>7</sup> <http://www.1994group.ac.uk/> (accessed 19 April 2007)

<sup>8</sup> Another institutional grouping, which has not been separately identified for the purposes of this survey, is Campaigning for Mainstream Universities (CMU), comprising a sub-set of post-92 institutions, whose website (<http://www.epolitix.com/EN/Forums/Campaigning+for+Mainstream+Universities/home.htm> (accessed 19 April 2007)) makes no explicit mention of an international dimension. The University Alliance had not been formed at the time of the survey.

**Figure 7**



The internationalisation profile for the different groupings can be summarised as follows:

Russell Group and Other pre-92: **PESA**

1994 Group: **EPSA**

Post-92 and Non-uni HEIs: **ESPA**

If the institutional types are placed in order for each rationale, with the type having allocated most points to that particular rationale at the top, and the type having allocated fewest points to it at the bottom, it is possible to see how the balance shifts across the institutional types.

**Table 2: Allocation of points to rationales – by institutional type**

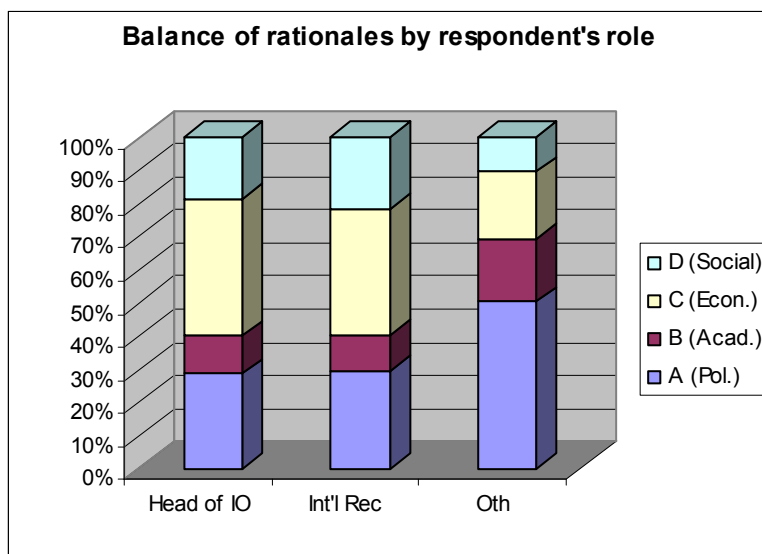
	Political	Academic	Economic	Social
<b>More points</b>	Russell Group	Post-92	Non-uni HEI	Post-92
	Other pre-92	Non-uni HEI	Post-92	Non-uni HEI
	1994 Group	Other pre-92	1994 Group	Other pre-92
	Non-uni HEI	Russell Group	Other pre-92	Russell Group
<b>Fewer points</b>	Post-92	1994 Group	Russell Group	1994 Group

The order of the institutional types in the columns for the Academic and Social rationales is identical. The columns for the Political and Economic rationales are, however, almost mirror images of each other, with the institutions which tend to be least dependent on government funding (Russell Group and Other pre-92) least concerned about the Economic rationale and most concerned about the Political one, and those most dependent on government funding (Non-uni HEIs and Post-92) demonstrating greater concern for the Economic rationale.

#### 4.2.1.3 Balance of rationales by individual role within institution

The balance of rationales allocated by the Heads / Directors of International Office and by the international recruitment / marketing staff are very similar, indicating perhaps the nature and focus of many UK International Offices (and the professional backgrounds of their Heads). The profile looks different for the other staff, but since the number of respondents in this category was so small (3), it is not sensible to try to draw conclusions from this.

**Figure 8**



#### 4.2.2 Profile of international dimension within missions and strategies

This section of the questionnaire sought to probe the prominence of the international dimension within institutional mission statements and strategies, and the broad nature of any international(isation) strategies.<sup>9</sup>

##### 4.2.2.1 Mission statements

When asked whether their institutional mission statement uses the word “international”, “internationalisation”, “global” or a closely related term, 74% of respondents said Yes, 18.5% said No and 7.5% did not know.<sup>10</sup>

<sup>9</sup> A more detailed analysis of UK HEIs’ international(isation) strategies (and the prominence of the international dimension within institutional strategic plans) has since been published (Koutsantoni 2006c) based on research initiated by the LFHE.

All responding 1994 Group institutions answered Yes. Of the eight institutions which answered a clear No, six (75%) were from the Post-92 sector, one was a Russell Group institution and one was another Pre-92 university.

#### **4.2.2.2 Internationalisation strategies**

When asked whether their institution has a written internationalisation strategy, 33% of respondents said Yes, 30% said No, a further 30% said they were currently working on one and 7% did not know.<sup>11</sup>

Of those who were able to explain the relationship between their current (or forthcoming) internationalisation strategy and their international student recruitment strategy:

- 58% said that their international recruitment strategy is a sub-strategy of the internationalisation strategy;
- 25% said that their internationalisation strategy is just a new name for the international recruitment strategy;
- 8% said that their internationalisation strategy is a sub-strategy of their international recruitment strategy;
- 8% said that the international recruitment strategy is a completely separate document from the internationalisation strategy;
- None said that they don't have an international recruitment strategy at all.

Interestingly, 50% of Russell Group respondents and 31% of Post-92 respondents felt that their internationalisation strategy is just a new name for the international student recruitment strategy, which might indicate a sense among some practitioners that institutions were paying lip-service to broader internationalisation objectives without really altering their underlying priorities.

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<sup>10</sup> The triangulation exercise conducted at the UKCOSA conference revealed that 60% of respondents said the term does feature in their mission statement, 10% that it does not, and 30% that they did not know. Taking only those who definitely knew one way or the other, 86% of UKCOSA respondents said it featured (compared to 80% of BUILA respondents), and 14% of UKCOSA respondents said it did not (compared to 20% of BUILA respondents).

<sup>11</sup> Koutsantoni's research (based on an investigation of 133 University and College websites, supplemented by emails to International Officers in 2005) revealed that 52% had some kind of international strategy, and that 16% had none (Koutsantoni 2006c, p.23).

### 4.3 Personal perspectives

Although even the institutional priorities were viewed through the lens of an individual's personal perspective, the following section explores that personal perspective more explicitly. In order to set the scene, the organisational location of the International Office (where most respondents were based) is established. Then perceived benefits of internationalisation (from different perspectives) are probed, before respondents are asked to name (if they can) the institution they feel demonstrates "best practice" in "integrated internationalism".

#### 4.3.1 Organisational location of International Office

Every HEI in the UK has a different organisational structure, and reporting lines for the International Office vary enormously. In order to draw a rough picture of the institutional position of the International Office, the following question was asked:

"What is the job title of the person to whom your Head / Director of International Office reports?"

Because there were numerous slight variations in job title, some simple coding was undertaken in order to divide titles into broad functional categories. According to respondents, the line managers for the Heads / Directors of their International Office have the following functions:

- 26% Director/Head of Marketing, External Relations, Corporate Relations or similar
- 19% Deputy Vice-Chancellor (DVC), Pro-Vice-Chancellor (PVC), Deputy Principal, Vice-Principal (no mention of "international" in designation)
- 18% Secretary/Registrar or equivalent
- 9% Dean with international responsibilities
- 7% Vice-Chancellor or Principal
- 7% Director/Head of Student Recruitment & Admissions or similar
- 4% DVC, PVC, Deputy Principal, Vice-Principal ("international" explicitly mentioned in designation)
- 4% Director/Head of Student Services or similar
- 6% Other

(Deputy Registrar; Director of Strategic Development; Head of Schools Liaison & Careers)

In terms of direct reporting to top management (defined as VC, Principal, DVC, Vice-Principal, PVC), Heads / Directors of International Office seem to be proportionately best off in non-University HEIs (where 75% are direct reports), followed by 1994 Group institutions (43%), Post-92 universities (33%), Other pre-92 universities (27%), with Russell Group institutions bringing up the rear, with no respondents at all indicating that their Head / Director of International Office reports directly to any of the top management functions described above.<sup>12 13</sup>

#### 4.3.2 Key benefits of internationalisation – from different perspectives

Respondents were asked two questions about the benefits of internationalisation. In the first they were asked to suggest what **their top management team** might say if asked what they considered to be the three key benefits of internationalisation for their institution. In the second, they were asked to indicate **from their own perspective**, what they consider to be the three key benefits. This provided opportunity for respondents to provide free text answers, allowing them greater scope than the earlier question on institutional rationales. It also allowed them to focus on the positive **outputs** of internationalisation (whether intentional or unintentional), as opposed to the reason for engaging in the process in the first place (which might be entirely different).

Having undertaken some preliminary coding of the responses to this question at pilot stage, it seemed likely that the perceived benefits of internationalisation would fall into broadly similar categories to the rationales. This was confirmed when the coding of the full survey was undertaken, though there were some answers which were ambiguous and could have sat within one of two different categories.

The four main categories into which benefits fell were:

- Diversification of student profile (which can be linked back to the Social rationale)
- Enrichment of academic life (which can be linked back to the Academic rationale)
- Generation of income (which can be linked back to the Economic rationale)

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<sup>12</sup> The RG institution investigated at case study stage was a notable exception.

<sup>13</sup> The LFHE research conducted at a similar time indicated that “only 20 of the 133 (15%) Universities and Colleges have a senior officer exclusively responsible for internationalisation” (Koutsantoni 2006c, p.28). It is observed that this is in direct contrast to the situation in Australia “where this practice is almost universal” (op. cit. p.29).

- Improved positioning and profile (which can be linked back to the Political rationale)

It was, however, interesting to find less extreme results when it came to the categorisation of benefits than was the case when respondents were asked to allocate points to the four rationales.

Respondents nonetheless felt that their top management teams saw the benefits which could be broadly classified as economic being more significant than any other, but these were followed by social benefits, with political and academic benefits bringing up the rear (almost neck and neck).

When asked what they themselves saw as the key benefits, the result was different, with the social benefits being seen as the most significant, followed by the economic and academic benefits (with little to choose between them), and finally the political benefits.<sup>14</sup>

Although the allocation of responses to different categories of benefit, which then linked back to the four rationales, was a relatively crude exercise and the status of the findings is therefore speculative, it is nonetheless interesting to compare and contrast Figure 9 (balance of benefits among top management – as perceived by practitioners) with Figure 10 (balance of benefits among practitioners themselves).

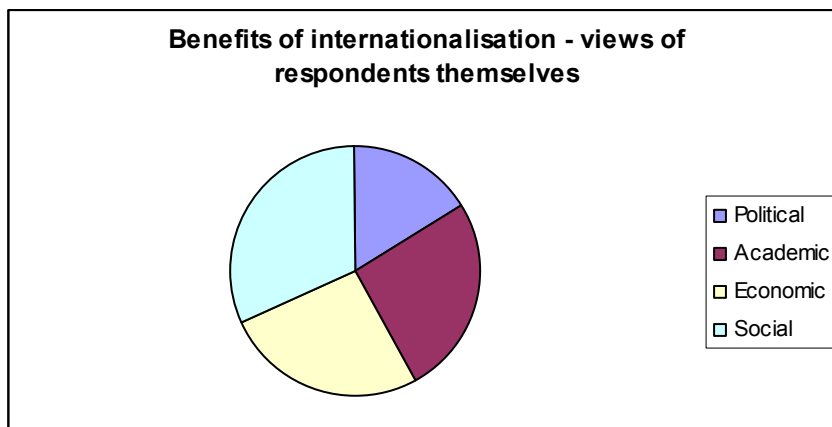
**Figure 9**



<sup>14</sup> When a similar exercise was conducted at the UKCOSA conference, an appreciation of the social benefits of internationalisation (and a downplaying of the economic ones) came through more clearly still – perhaps reflecting the fact that respondents were more likely to be working in international student support (or academic) functions



**Figure 10**



It is interesting, though perhaps not surprising, to note that respondents felt they were more aware of the social and academic benefits of internationalisation than were their top management teams, who were perceived to be more conscious of the economic benefits than of any other kind.

However, respondents indicated that both they and (in their view) their top management teams were appreciative of the social and academic benefits of internationalisation, even though the main institutional drivers for internationalisation (as uncovered by the question relating to rationales) appeared to be economic and political.

This bears out the hypothesis that, in the context of current national priorities and funding arrangements, the most justifiable reasons for institutions to enter into international activities seem to relate to income or prestige, even though individual respondents appreciate that the spin-off benefits can be academic and social.<sup>15 16</sup>

<sup>15</sup> Below is a broadly representative range of comments on the benefits within each of the identified categories:

**Political**

"Contributes to achieving our aim of being a world class institution"

"Brand image"

"Enhance the University's international reputation"

"A stronger market position and chances of survival in a somewhat volatile market"

**Academic**

"Perspective on global issues – combating prejudice, promoting peace and human rights"

"Broader academic curriculum"

"Diversity of cohort and opportunity (eg. study abroad / overseas partnerships) contributes to academic experience of all students and staff"

"Give home students the chance to study abroad"

**Economic**

"Income generation"

"Reduce dependence on HEFCE funding"

"Diversifying income streams"

"Overseas student income – other benefits are largely illusory"

"Money, money, money"

**Social**

"Fostering a culture within the institution that reflects and embraces diversity amongst staff and students"

### 4.3.3 Institutions perceived to demonstrate “best practice” in “integrated internationalism”

Towards the end of the questionnaire, respondents were provided with a definition (for the purposes of the survey) of “integrated internationalism”, as follows:

“The presence of an international or intercultural dimension in all core functions of the institution (students and learning, research, business and community relations), deliberately coordinated as part of a vision which clearly (and publicly) articulates the nature and focus of the institution’s international effort.”

Excluding their own institution, they were asked to indicate which **one** other UK institution (preferably of the same institutional type as their own) they believe demonstrates the best practice in integrated internationalism. Respondents were asked either to enter an institution name, “none” or “don’t know” and were given the opportunity to provide an explanation.

Many respondents selected institutions which were not of the same institutional type as their own, with the result that Russell Group institutions were disproportionately represented. Putting this to one side, responses were as follows:

- 46% One institution named
- 35% Don’t know
- 15% None
- 4% More than one institution named

Among those who named only one institution, one RG institution received 8 nominations, a second RG institution received 6, and a Post-92 University received 2.

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“Enriched campus culture and enhanced employability of UK students by equipping them with intercultural skills”

“Enhance individual effectiveness in the global workforce as well as society as a whole”

“Diversity of the student experience”

“Enhanced working environment”

#### **Other**

“An increased focus on internationalisation has led to the International Office having a greater steer in the strategic planning process and in leading the internationalisation strategy. It has also led to the position of a Pro VC with internationalisation as one of his areas of responsibility”

<sup>16</sup> The UKCOSA exercise yielded some additional benefits which were not easily classifiable. These covered two broad themes:

#### **Enhanced understanding between academic departments and support services**

“Linking academic departments and support services in their common strategies”

“Increase understanding between different departments of college – eg. Faculty and Support”

#### **Improvement of student support services across the board**

“Developing a more holistic approach to international recruitment and retention (much better recognition of value of adequate welfare support)”

“Improvement of student support services” (cf. Elliott 1998)

Two other perceived benefits related to “developing education worldwide” and “impact on local community”

The two RG institutions also received mentions from the two respondents who named more than one institution apiece, boosting their “mentions” to 10 and 8 respectively.<sup>17</sup>

It is worth noting that these top three institutions all have significant numbers of international students. It may be that, as a result of the background of the respondents and the context within which they work, high international student numbers are perceived as a key measure of success in “integrated internationalism” (despite the broader definition provided). Alternatively, it may be that those institutions which have been successful in integrating a truly internationalist ethos prove attractive to international students. Or, finally, it may be that the presence of large numbers of international students has led the institutions concerned to conclude that it is important to develop and integrate the values of internationalism. These possibilities are ones which will be probed further during the case study stage.

A number of additional comments were made, including the following, which have been grouped thematically:

#### **The fact that UK HEIs still have a long way to go**

“Probably none have achieved this yet.”

“I don’t suppose any institution can really demonstrate all that is in [the definition] above.”

#### **The need for institutional coordination and oversight**

“There are many different international strands happening across the institution, but apart from the International Office whose main focus is increasing overseas student numbers, then there is no coordination of the internationalisation of all activity across the institution.”

“It is difficult to get a sense for how well a University implements internationalism across areas such as Research, Business Development, Community Relations etc., when working in an international office function.”

“Experience shows that there is such variation between institutions. University X [own institution] has achieved the greatest coordination in the institutions I’ve worked with, re internationalisation.”

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<sup>17</sup> There was also a wide variety of institutions (mostly from the Post-92 sector) receiving one mention each. Interestingly, only English universities were nominated by respondents to this question. This may derive partly from the high proportion of respondents from English institutions.

### **The need to shift from international recruitment to true internationalisation**

“University Y, although its philosophy is fundamentally one of fee generation which will unfortunately always be the bottom line.”

“I think as a sector there is a fundamental cultural shift that needs to be made from traditional approaches to international recruitment to internationalisation in its true sense. However, it’s critical if we are to keep pace with changes in overseas education markets.”<sup>18</sup>

### **The need to share good practice**

“I would be very interested in how institutions view integrated internationalisation and a ‘directory’ of best practice would be extremely useful.”<sup>19</sup>

## **4.4 Key findings from survey stage**

The findings from the survey stage of this research helped to inform the approach taken at case study stage. Key findings included the fact that the ranking of institutional rationales for internationalisation, taking the UK HE sector as a whole – as perceived by those directly involved in international education activities – appears to be: Economic, Prestige, Social, Academic, giving an “internationalisation profile” for the UK HE sector of **EPSA**. It is significant that the ranking of rationales (and therefore the internationalisation profile) for UK institutions remained identical from pilot survey to full BUILA survey to UKCOSA triangulation exercise, with the percentage of points allocated to each rationale not differing enormously, despite differences in the respondent profile for each sample.

Within the sector, the Political (or Prestige) rationale is most dominant among RG institutions, with the Economic rationale (and, to a lesser extent, the Social rationale) playing a more important role for Post-92 and Non-university HEIs.

74% of respondents said that their institutional mission statements mention the word “international” or a related term. 33% of respondents’ institutions had a written internationalisation strategy, with a further 30% working on one at the time of the survey.

30% of Heads / Directors of International Office reported directly to a member of the top management team, though this varied by institutional type and the proportion of

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<sup>18</sup> This echoes a key point made by Gilligan to help inform development of the second phase of the Prime Minister’s Initiative (British Council 2003, p.27)

<sup>19</sup> It is hoped that this thesis (and publications derived from it) will go some way towards providing this.

institutions having given a specific remit for internationalisation to a member of their top team was very low.

The benefits derived from internationalisation were generally perceived to be more wide-ranging than the rationales for engaging with it in the first place, though practitioners still felt that top management prioritised the economic benefits (whereas they themselves prioritised the social benefits).

Only three institutions were perceived by more than one respondent to demonstrate “integrated internationalism”. Free text comments implied a need for stronger institutional coordination and oversight in order to progress towards this. However, as will be seen from the case studies, this may be a result of the (relatively early) stage of internationalisation development of the majority of institutions and perhaps also the organisational location (and frustrations) of respondents.<sup>20</sup>

#### **4.5 Preface to case study chapters**

As indicated in Chapter 3, the answers to Question 12 of the survey helped to determine the selection of case study sites. Two of those eventually included in the case study stage were among the top three institutions perceived by practitioners to demonstrate “integrated internationalism”. The third was selected on the basis that, although not mentioned by respondents to the survey, I understood it to be driven by an atypical rationale for internationalisation, which did not conform to the dominant Economic and Political rationales of most other UK HEIs.

It is important to note that the three case study institutions are not “models” or “types” (which would typically be distilled from a number of studies), but simply examples of three different interpretations of and approaches to internationalisation. They are manifestations representing three (pre-selected) “extremes” (extreme in the sense that their focus on internationalisation is more highly developed than many other institutions). The institutional profiles are necessarily incomplete, selecting as they do from the wealth of data yielded by both interviews and documents. Some elements of their practice may be applicable to other institutions, but each is very firmly situated in its own historical, economic and social context, thereby making transferability of approach *in toto* extremely unlikely.

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<sup>20</sup> For a slightly expanded summary of the survey results, see Lewis 2005, pp.3-5.

It is worth mentioning at the outset that one factor which plays a significant role in the nature of an institution's internationalisation efforts is time / maturity. As well as being of different institutional types, the case study institutions have been proactively engaged in internationalising for different periods of time. One is into its third decade, another its second decade and another is still in its first decade of internationalisation. Distinctions between them may be related to maturity as much as they are to mission and vision.

It is also worth noting the fact that, as anticipated, each institution (and, in most cases, each individual interviewee) adopts a different interpretation of internationalisation. It would be possible to extrapolate from the case studies three quite different definitions of what is meant. This does not in any way undermine the validity of past definitions, which have deliberately been loose enough to accommodate a range of interpretations and emphases.<sup>21</sup> This flexibility is positive because it leaves room for diversity within the system, with Vice-Chancellors and leaders needing to decide which interpretation (or balance of interpretations) is right for their own institution at a particular stage in its development – as will be explored further in Chapter 8.

The following three chapters (5 to 7) treat each case study institution separately. For reasons of space, each account focuses predominantly on those aspects of the institution's approach to internationalisation which are of particular importance to it or which set it apart. The chapters are structured around themes derived partly from the areas probed during the case study research, but also from the subsequent analysis which helped to draw together topics within a series of cross-cutting categories. Each of these categories is at least touched upon within the case study chapters, though more emphasis is given to some aspects than to others, depending on institutional prominence.

The broad categories used are:

- Internationalisation profile
- Interpretation, vision and leadership
- Strategy development – the big idea
- Staffing, structures, policies and processes
- Practice on the ground and internal buy-in
- The public face

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<sup>21</sup> Note the deliberate use of “and / or” in Knight's most recent definition, offering a range of options rather than seeking to be prescriptive.

Budgets and financial outcomes were not specifically probed for reasons of commercial sensitivity, but where information on these was volunteered and is relevant, this has been incorporated.

Each chapter concludes with a brief exploration of what progress has been made towards “integrated internationalism” – and how. These conclusions are further explored in a more comparative way in Chapter 8, where there is an opportunity to analyse areas of commonality and difference.

## CHAPTER 5

### Case Study 1: The Prestige Player

Institution A is a Russell Group university, granted its Royal Charter just after World War Two, but tracing its roots back to the end of the 18<sup>th</sup> century. Its position in the three main UK newspaper league tables<sup>1</sup> ranged between 11 and 15 in 2005. It is a member of Universitas 21, a select international network of research-led universities. It started investing seriously in its international activities back in the early 1980s, before most other UK institutions. Its internationalisation strategy is therefore very mature, having been through many iterations and become an embedded part of institutional thinking. The strategy is driven by a long-term desire to enhance the institution's (already significant) profile and reputation on the international stage. For this reason, Institution A is described as the Prestige Player.

The maintenance of an internationally respected research profile is a constant and underlying objective, but a more recent agenda (taking the institution into a new phase in its development) is the establishment of a physical presence, replicating substantially its British manifestation, in selected overseas locations (with two campuses currently up and running – both in South East Asia). This overseas activity seemed to be the top international focus at the time of the interviews and was perceived as a defining (and differentiating) element within Institution A's brand of internationalisation.

Institution A has a long-standing Vice-Chancellor with a strongly international outlook. It has a Pro-Vice-Chancellor for Internationalisation (SM), who also has specific responsibilities related to Europe, as well as being a research-active Professor with oversight of a School. The International Office, whose director (IO) reports to the PVC, sits alongside Marketing within a loose grouping called External Relations. The International Office has a comprehensive remit and a correspondingly large staff (36 and growing), including employees based in outposted offices overseas.<sup>2</sup>

The institution is highly devolved, with around 35 Schools, each with its own budget. The Business School operates on an international scale, with heavy involvement in both the overseas campuses, as well as high proportions of non-UK students on its UK-based programmes (particularly at postgraduate level). International student fees go straight to

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<sup>1</sup> The Times, The Sunday Times and The Guardian

<sup>2</sup> See 5.4 for organisation chart



Schools, acting as an incentive for recruitment. The interviewee from the Business School was its director of undergraduate programmes (BS).

According to its 2005 Annual Report, Institution A had (in 2004/05) a total of just under 31,000 students. Of these, just over 5500 (18%) were from outside the UK, including just over 4400 from outside the EU (of whom 25% were studying at the institution's two overseas campuses). This means that, of the UK-based students, 3.7% were non-UK EU and a further 11% were from outside the EU.

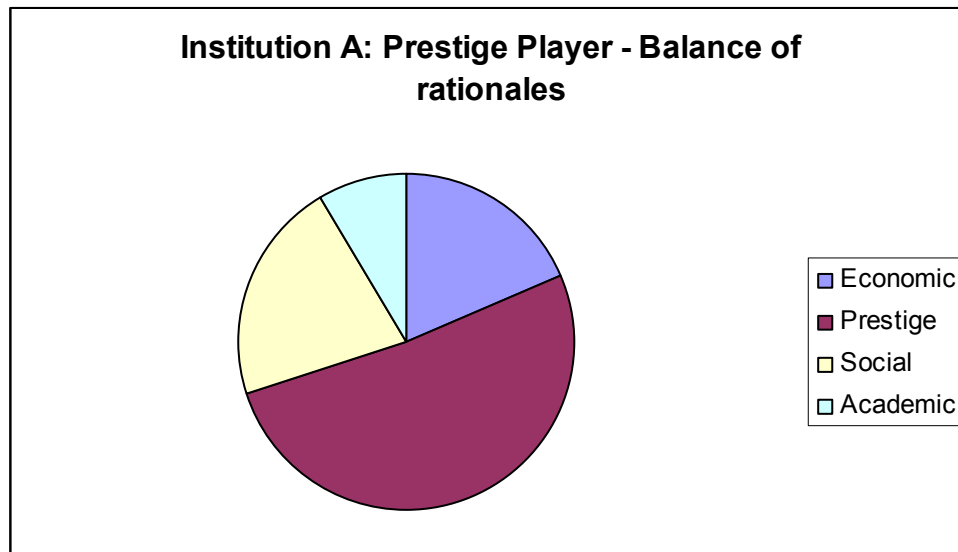
## **5.1 Internationalisation profile**

As explained in Chapter 3, an institution's "internationalisation profile" comprises a ranked prioritisation of its rationales for internationalising. In the course of the interviews, Institution A's balance of rationales was investigated, along with its prioritisation of internationally-orientated activities. The latter exercise helps to provide additional initial insight into its profile.

### **5.1.1 Rationale Prioritisation Exercise**

Each of the three interviewees was asked to allocate 20 points across the four statements used in the survey as proxies for the four different rationales for internationalisation (see Appendix D), with the following results. The Prestige rationale came out far ahead with an average of 10.3 points, followed by the Social rationale with 4.3 points, then the Economic rationale with 3.7 points, and the Academic rationale with only 1.7 points, resulting in an "internationalisation profile" of **PSEA**. This is represented in Figure 11.

**Figure 11**



Comments made by participants included: “Statement A [the Prestige rationale] effectively subsumes all the others”; “In all the league tables we would hope to see ourselves as global players with global recognition for quality”; “We’re all committed to Statement D [the Social rationale]... As we learn more and more, we see ourselves as part of the global enterprise, of knowledge transfer and preparing for global citizenship, and... it’s very difficult to think that you’re not doing something to reduce global tension”; “The income generation statement is important because we need the money to spend to make the rest of it happen”; “I gave the least marks to Statement B [the Academic rationale] because I think it probably just happens. If you get the other three right, then that’s just going to occur”.

This **PSEA** profile is similar to the average profile of RG institutions which took part in the national survey, except that the Economic and Social rationales have switched place. University A is less preoccupied with the Economic rationale and more so with the Social rationale. It is also even more markedly concerned with the Prestige rationale than is average for the RG.

### **5.1.2 Activity Prioritisation Exercise**

Two out of the three participants (IO and BS) were asked to highlight (using the Activity Checklist attached at Appendix E) those internationally orientated activities on which the institution places greatest importance. Only IO was asked to rank these.

In the case of Institution A, there were seven activities on whose importance both respondents agreed (ranked in the order they appear in the IO list):

1. Internationally recognised research
2. Offering international opportunities to all students
3. Ongoing support for international students
4. Recruiting degree-seeking international students to UK-based programmes
5. Financial incentives to support international mobility of students
6. International networks of like-minded institutions
7. International research collaboration

This list reflects an emphasis on international research and networks. It also stresses issues around international mobility, international student support and recruitment. The activity prioritisation exercise seems consistent with the prioritisation of rationales, with its clear focus on Prestige, followed by Social aspects of internationalisation.

## **5.2 Interpretation, vision and leadership**

When asked about the institution's strongest motivation for internationalising, SM observed that: "Our aim is to maintain and enhance our international reputation. Longer-term, that brings with it all the other benefits."

IO mentioned the importance of leadership and vision, commenting that "our Vice-Chancellor... is truly committed to an internationalised view of the world". It was also observed that senior staff realised "that it's almost impossible to be a great university without being one with international partners and sharing knowledge".

BS also felt that the VC's personal drive was enormously influential when it came to the establishment of the overseas campuses. The campuses were seen as an example of the University – at corporate level - "wishing to be seen to have an international profile". However, it was suggested that, at the level of individual academics, "questions are being asked about why a UK HEI, which is basically a charitable-status organisation, funded by public money, is investing in campuses round the world" and that this "stretches the boundary of where the institution is".

Just as attitudes to international developments varied within the institution, so too did the interpretation of internationalisation. SM and IO both went out of their way to say that it was more than international recruitment ("we set ourselves against a definition that is synonymous with the recruitment of international students, though this is of course one

part of it”). The need for internationalisation to be a two-way process, “involving both inward and outward activities”, was stressed – along with the need for it to permeate all activities:

So, it's research collaboration, it's twinning, it's transnational education, it's student care, it's scholarships, it's working with the home community to exploit this massive advantage of being international and it's looking at every facility that we've got in order to embed an internationalisation philosophy.

In contrast, BS took a more economically driven view of internationalisation.

My initial reaction... is always to look at where the money comes from in the business. In that context, in the Business School, the majority of our income is generated from overseas students. So, in that sense, I think if you're generating income from overseas, you're international. That's, I know, not quite the way people like [SM] would see it. For them it's more about opening up ventures overseas to teach people in other parts of the world – and I guess that's the challenge we have, to the extent that there's inevitably some trade-off between the two.

It would seem that, at Institution A, there is no longer a need to embed what might be regarded as the “standard” elements of internationalism, since they have long been extensively embedded. As IO pointed out, it has got to the stage where “almost knee-jerk, every member of the University will say ‘How does that impact on our internationalisation strategy?’”.

However, it seems that, in some parts of the institution there may be a perception that the broader internationalisation strategy has been overtaken by the strategy for overseas campus development. The difference in perspective between those operating at corporate level (and heavily involved in the internationalisation agenda) and the School-level respondent was noticeable throughout the interviews, demonstrating some of the tensions that can arise when differing priorities exist (see also 5.5).

### **5.3 Strategy development – the big idea**

It was reported that the international dimension is built into the institution's Strategic Plan (not made available to me), “which incorporates a mission to be an international, a national, a regional and a local institution”.

When asked about the evolution of the institution's internationalisation strategy, IO commented that:

I suppose you gain confidence if you get things right. So, as our partnerships have increased, and our contacts, and our ability to recruit has been proven, we've been able to seize more opportunities... So I think it's evolved as an innovative and slightly 'on the edge' strategy now. And there are interesting tensions between how much 'on the edge' it should be. It's kept carefully in check because it's reviewed [by Council]... And we're a conservative, relatively cautious, old, big institution, so it's not within our nature to do things that are more radical than we should. So it's got wider in its grasp, I think. It's become more innovative and we're now doing things that we wouldn't have been doing 10 years ago.

The links between the internationalisation strategy and other University strategies and policies were probed. SM remarked that: "If you segment it too much, it's not possible to maintain a strategy. For example, the work done by the PVC for Research and the PVC for Internationalisation are very closely interrelated." In respect of the curriculum, BS observed that "the study of business has to be international, so the label 'international' is unhelpful".

The degree of maturity of Institution A's internationalisation strategy means that, by the turn of the millennium, it was able to launch a new phase in its international development – through a significant diversification of its international activities. If the driving rationale is Prestige, then the "big idea" at strategy level is about enhancing institutional presence and profile overseas. The most obvious manifestation of this is in the overseas campuses, though there are also subsidiary manifestations.

In terms of the relationship with the overseas campuses, SM indicates that links at School level are very important. "Initially, three out of 35 Schools were involved in the Malaysia campus. By next year, it will be 12 – 15 Schools." There are four Schools involved in the much newer China campus. There is certainly a sense that the overseas campuses are cross-institutional projects, bound firmly into institutional thinking and structures.

Not only is the main building of the UK campus replicated on the overseas campuses, but so are institutional policies. As SM points out: "Our HR people have to get our policies working in Malaysia and China. To do this, we send them out to the campuses. The aim is to replicate the principles of [Institution A] policies at our overseas

campuses...(We) have replicated the whole paraphernalia that operates here. Each campus has its own Board.”

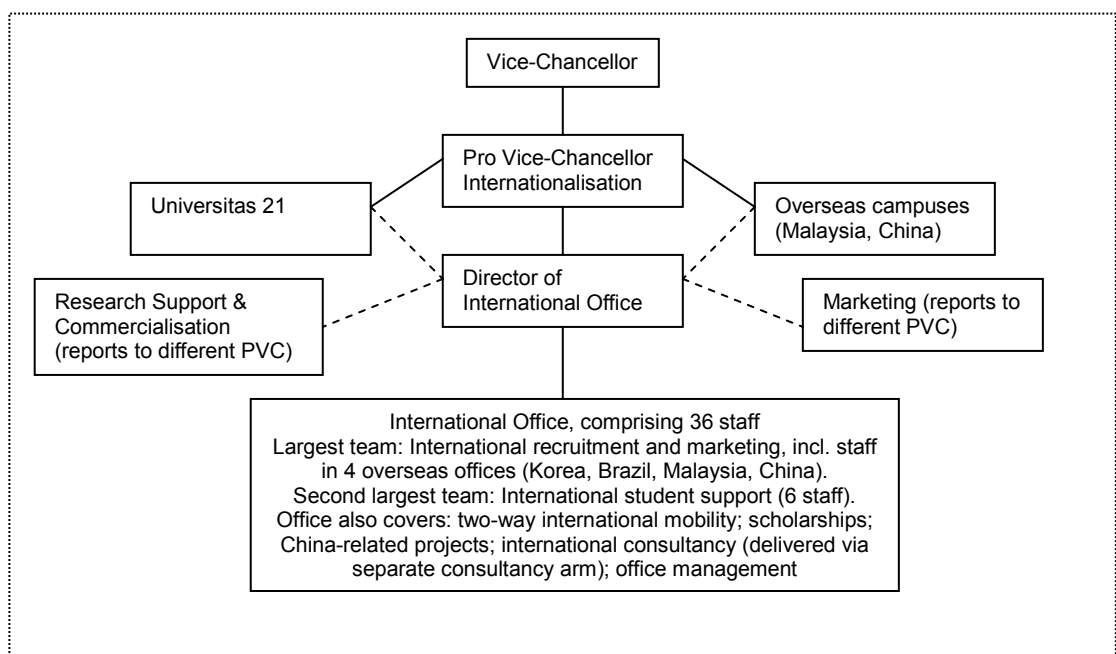
The clear message is that Institution A offers a UK higher education in a range of locations, run according to UK educational values and principles. As we will see, this is something which is used as a selling point.

Other manifestations of Institution A’s desire to enhance its profile overseas include its active involvement in Universitas 21, which provides a prestigious network of like-minded institutions with which to exchange staff, students and ideas. This is clearly seen as a club of which the institution can be proud to be a member – and which can be used to spread its name and reputation on a global scale. Other initiatives include an extensive scholarship programme to attract bright students (especially from developing countries) who might not otherwise be able to afford a UK higher education (many of whom return to positions of power in their own countries), and a drive to encourage more UK-based students to participate in an overseas experience during their studies.

#### 5.4 Staffing, structures, policies and processes

As previously indicated, the International Office is both large and comprehensive in scope. This is represented diagrammatically in Figure 12.

**Figure 12** – Institution A organisation chart showing position of International Office



Incorporating an international perspective into most aspects of the institution's activity seems to happen quite automatically, as a result of the firmly embedded international ethos. This means that separate processes and structures are required less than they might be in a less "internationally mature" organisation.

One symptom of maturity is the fact that not everything "international" needs to be undertaken by the International Office. For example, as IO observed:

The Bologna Process we see very squarely as being the proper purview of the Academic Registrar and his team, because it affects what we offer to our home students, so we don't think that – because it's coming from 'somewhere foreign' – it needs to be done in this office.

Likewise, European funding and the Framework programmes are handled by the Research Support and Commercialisation Office, though there is regular communication between this office and the International Office.

The successful integration of an international ethos also means that Institution A can be extremely targeted in its use of resources, secure in the knowledge that the basics are already covered:

At School business plan level... the international dimension is a given. Some Schools put in bids for funding for specific activities which mesh with what the University is doing in the context of its international strategy.

This leaves scope for significant investment (financial and other) in new corporate-level developments such as the overseas campuses and membership of Universitas 21 (U21). SM observed in this context that:

[E]ngaging in our type of internationalisation is managerially very heavy. On U21 alone, we need to work with up to 17 other institutions. Setting up and running new campuses overseas, if done properly, which is what we have done, occupies a great deal of management time.

According to SM, U21 "helps to ensure that its members are thoroughly international in outlook and there are great benefits from the fact that it is multi-lateral. The emphasis we place on this is reflected in the budget we allocate to U21 - £130,000 per year". There is a steering group which reports on all areas of U21 activity, incorporating global curriculum, student summer schools, staff visits, and student mobility including PhD mobility (one month visits). SM estimated that about 20 out of 35 Schools are very active in this network and pointed out that the institution's Malaysia and China campus students were also part of the U21 mobility scheme.

As far as the overseas campus developments are concerned, it was stressed that this was part of a long-term project and not something which should be entered into lightly: “Our overseas branch campuses, unlike international student recruitment, do not represent an opportunity for instant money making”. It was emphasised that Institution A is “unique in having two international campuses – not franchises, but genuinely our own campuses”.

It has sought to keep stakeholders informed of international proposals and activities through a comprehensive programme of internal communication – particularly important in a large organisation at a time of radical new developments. The main mechanism for this seems to be frequent visits to all the Schools (on a cycle) by SM and IO to “discuss all aspects of internationalisation”. SM described these meetings as follows:

I try to use these meetings as an opportunity to learn what the Schools want and to demonstrate to them how the students can benefit from our international links. I think there has to be a mixture of top-down and bottom-up. The format for these meetings is whatever the School wants. One might be just with the Executive Group, another might be open to all staff in the School along with student representatives.

SM also gives about four presentations a year on internationalisation to Council. In addition, SM issues regular memos to Heads of School: “for example on the China Strategy, on the U21 PhD mobility scheme etc. How far onwards this kind of information gets disseminated depends very much on the Head of School and the School Manager.” There is also an informal termly electronic newsletter which the International Office uses to keep Schools informed of key operational activities.

There is an International Committee which meets three times a year and the Schools also have international groups. In addition to this, there are Regional Groups, which are run out of the International Office. SM explained:

These groups may start with a student recruitment focus, then broaden out. Or they may start as an academic group, which then tackles the issue of recruitment of PhD students as well. Membership is pretty open. The Middle East group started out as a sub-group of the International Committee, but now functions in its own right, runs lecture series etc. The North America group is very mature and involves a wide range of people. We also have a China Strategy Group.



SM pointed out that there were also informal mechanisms for keeping track of who is doing what:

For example, we send out regular emails asking if people are travelling to China. There are various incentives for sharing this information. For example, the International Office has some discretionary funding which they can put towards travel costs if the individual is prepared to spend some time on recruitment visits etc.

## **5.5 Practice on the ground and internal buy-in**

Although it provides only a single perspective (and must therefore be treated with caution), the interview with the representative from the Business School yielded some interesting observations regarding the challenges of Institution A's brand of internationalisation at grass roots level.

When asked about buy-in within the School, BS explained: "There's buy-in at the level that we need lots of overseas students in order to keep our programmes running... On the whole, [this is] accepted as part of the culture of the School. The School has always been funded from international numbers."

However, according to BS, there's not strong buy-in to the launch of the overseas campuses as the best way forward:

Some just think 'it's nothing to do with me': that's probably the majority. Then there are the others who voice concerns – either from a philosophical perspective (Why does this institution want to do it? Is it what we're funded for?) or from the point of view of 'Will it dilute the brand? Will it lead to competition with ourselves?'. And that is a valid point of view. The more informed people are, the more they tend to go with that view, rather than the broader philosophical one. At the moment, the thing that has kicked up more than anything is looking at the fee differentials, where the University is very strongly saying 'Come to our overseas campus, it's cheaper'.

The operationally demanding nature of such engagement was also highlighted by BS, who claimed that there was growing concern that the focus on the overseas campuses was drawing attention away from the "core business" of the institution.

One of the biggest challenges at School level was said to be workload prioritisation. Because academic staff “have to justify their existence in terms of their research”, involvement in overseas campus activity can be an unwelcome additional pressure:

And this isn't just about the time people spend on overseas developments, it's about the time people spend on teaching, full stop. But it's even more difficult for people to see how teaching students overseas as well as students in the UK is really part of their job.

It is perceived that this could potentially lead to difficulties retaining good staff, first because individuals may have less time for research, and second because their research may no longer fit with institutional priorities:

The University would clearly like the School's research strategy to mirror the University's internationalisation strategy, which to some extent is a South East Asian Strategy...I think most people would absolutely buy in to the fact that their research has to be international; that doesn't mean it has to be Asian...For a lot of things, you can set academics' agendas, in terms of what they're teaching, where they're teaching, but it's very difficult to re-set people's research agendas.

A further area where a central initiative has met with resistance at School level is that of niche degree programmes with an Asian 'flavour':

[I]n this School, we've had Management with Chinese Studies, Management with Asian Studies etc. And that is something which is, again, to some extent, in conflict with the School's view - and with the market's view... This year we launched Management with Asian Studies and I think 7 people came onto that, all from Clearing (or pseudo-Clearing), yet the modules on that degree had over 300 people on them. And that's the message: people want to do it, but they don't want to be labelled, yet the University likes to create the labels.

There is concern that this results in the School accepting students with lower grades, simply because the courses on offer are less marketable.

When asked about the top benefits of internationalisation to the School, following income generation, BS mentioned the diversity of backgrounds and cultures and the fact that there was good integration within the School. The only occasion on which undergraduate international students are treated as a discrete group is induction. For the remaining three years “they are just seen as part of the School”. This feature of Institution A, which was touched upon only lightly during the interviews, is highlighted within its promotional literature.

Probing perceptions of the International Office role amongst School-based staff can yield interesting results. In the case of Institution A, BS considered the International Office to be “very good”, though its main contribution was perceived to be in the area of international student recruitment, including advice on international qualifications where necessary.

In addition to its international recruitment role, which appears to be the most visible aspect of its activity, the International Office is involved in a wide range of other activity strands, sometimes as key driver and in other cases in a supporting role. Those particularly highlighted by IO included: international student support, outward mobility and exchange, incoming Study Abroad, EU recruitment, scholarship provision, international consultancy, and some EU-funded programmes such as Tempus and (potentially) Erasmus Mundus. There is also significant involvement of senior International Office staff on national working groups and committees.

IO was insistent about the benefits of having an international student support team based within the International Office (as opposed to elsewhere in the organisation) “so that our marketers don’t, can’t and wouldn’t – I hope – make claims that can’t be substantiated because they know that in the same office there are the people who would have to pick up the pieces if they did. And our student support people, I think, have a much more rounded view of what the University is doing than if they simply saw students who were having problems.”

A particular activity strand which is currently receiving increased emphasis is outward mobility. “We have plans to – and indeed do – send a number of our own students out, both to our two overseas campuses, and via our network scheme [U21], and under Erasmus-Socrates, and we’re constantly trying to find new and interesting mobility programmes such as the Global Village, where we’re trying to get mixed nationality student volunteers out to other countries (this year we’re doing it in Jordan).”

It seems, however, that Institution A is not immune to the challenges which dog many UK institutions seeking to increase outward mobility. BS accounts for this as follows:

Our UG students have the opportunity to spend time overseas, and it would always be credit bearing... In an average year, out of around 1760 UG students..., maybe 50 will spend time overseas... I think that UK students, by and large, wish either to have a year travelling before or after university, and, if they want to have an international dimension, they either want to study a module in something like Japanese economics, or more usually they want to study a

language – and a lot of our students do take languages... Mandarin, Japanese, Russian are becoming quite popular. That's the way you internationalise – you add your language to your degree. I think travelling is seen as an “experience” issue, which is separate from what you do as part of your programme.

The areas of EU recruitment and scholarship provision are described by IO as being firmly part of the institution's commitment to diversification of the student body:

We run a scholarship provision because I don't think you can be truly international if you don't agree with diversity and integration, so the scholarship scheme is to do just that. I think it is genuinely as much a vehicle to diversify our source countries and to attract the best students as it is a marketing tool. We fight very strongly for our scholarship scheme because much of it is devoted to the developing countries.

The International Office also worked hard to establish scholarships for the EU accession countries. There is a strong sense that the scholarship programme is, in part, about widening participation on a global scale.

The International Office's involvement in the University's international higher education consultancy arm is in more of a supporting capacity. Consultancy activities focus on tailor-made short courses (one week to six months) in the areas of capacity building, procurement, language development, university governance and academic development. This is another relatively recent development for Institution A: the relevant web page (accessed in January 2006) indicates that it has extended its consultancy experience to the international arena over the past two years.

One area where IO acknowledged that the institution could engage more proactively is with European initiatives. “One of our targets – for diversity and for academic excellence – is to do more in Europe.” In particular, Institution A was not in the first tranche of UK universities to be involved in an Erasmus Mundus programme.

In summary, practice on the ground reflects Institution A's wide-ranging international activity base and there appears to be genuine integration of international students into the University community. However, there remain challenges when it comes to stimulating outgoing mobility – both of students and of staff who are being asked to teach on the overseas campuses, sometimes to the perceived detriment of their own research and School priorities.

## 5.6 The public face

One of the questions posed to interviewees was about mechanisms for communicating the institution's international vision externally. In this context, SM mentioned that they do a lot of media interviews: "This is often on the back of interest in our international campuses, but it gives us an opportunity to talk about broader aspects of internationalisation". Conference presentations also serve to disseminate the vision.

The publicly available texts used to illuminate the private face of Institution A were its Annual Report 2005, its Undergraduate Prospectus 2006 (UGP), its Postgraduate Prospectus 2005 (PGP) and its website (studied in January 2006). Attention is paid to those elements which stand out as unusual (or unusually prominent) and those which either reinforce or supplement information from the interviews.

The Annual Report probably gives the greatest insight into how Institution A seeks to position itself. The front cover depicts the iconic building from the main campus, alongside its equivalents in Malaysia and China, which are clearly modelled on the original. The opening message from the Vice-Chancellor refers to the sustaining of the institution's ambition to be a world leader and observes that "firm roots at home give us the strength to expand abroad". The first feature, entitled "Exporting Excellence", uses headlines from UK national newspapers to illustrate the ground-breaking nature of its overseas campus developments. It is noticeable that mention of the international campuses is woven into most of the remaining features

The front covers and first few pages of the UGP and PGP also seek to position Institution A very firmly – both physically and conceptually. Imagery (both in these printed publications and on the website) is dominated by buildings and, in particular, the iconic building already mentioned. The University presents itself as a leading (and pioneering) UK institution with an international profile ("consistently attracting applications from students throughout the world") and international manifestations (its two overseas campuses). An impression is created (both visually and verbally) that this institution is solid, traditional, robust, yet open to other cultures (as long as they buy in to certain principles associated with UK HE). Its position is summed up in the PGP as follows: "The University serves an international community of students and yet is firmly rooted in all that is distinctive about UK education".

The first page of dense text in the UGP highlights Institution A's research excellence ("international leader in the field of research"), followed by its high levels of investment

(especially in buildings, but also in equipment and staff), its outstanding reputation with academic institutions and employers “throughout the world”, and its teaching excellence, incorporating “global thinking” and study abroad opportunities.

Sections on the overseas campuses and their respective offerings are contained within the main body of the prospectuses, in a format similar to that applied to each of the University’s seven Subject Area sections (corresponding roughly to its Faculty structure). The most notable messages from these overseas campus sections are that Institution A is the first UK institution to set up a full campus in each of the countries concerned, that each overseas campus is a purpose-built replication of the institution’s physical manifestation in the UK, and that this replication extends to course content and quality. It is stressed that “the campus is a full and integral part of [Institution A]”. Interestingly, the key selling points used within the text for the China campus (UGP only) revolve mainly around quality and reputation, whereas those used for the Malaysia campus seem to stress more prominently the reduced cost and short programme duration.

Although the UGP provides a separate four-page International Students section, subtitled “A world-class experience”, it is noticeable that much information for international students is integrated within the main body of the prospectus. This philosophy of integration is explicitly mentioned (in the first paragraph of the International Students section) as a selling point of Institution A: “the key to the University’s appeal is that international students are truly integrated into and share the experience of higher education in the UK with their British counterparts”. The role of the International Office is described as “working alongside international students... to ensure that... studying at [Institution A] is an affirming and life-changing experience”. Within the PGP, a good deal of information is given to prospective international postgraduate students on the sources of guidance and advice that exist for them locally (eg. at the institution’s overseas offices).

In general, the international dimension is even more integrated within the PGP than the UGP. There is a more sophisticated – and explicit – explanation of why Institution A considers itself a “truly... global institution”, observing that “this is reflected in our international research partnerships, in the diversity of cultures among our student and staff communities, in our study-abroad links with Europe and other continents, and in the confidence international employers and academic institutions have in the quality of our degrees”.

A fairly prominent page entitled “Study with [Institution A] outside the UK” appears in the PGP, highlighting the opportunities available. Within the UGP, the page that is devoted to these opportunities contains important messages, but seems less integrated and more of an “add on”. It focuses on the benefits of studying abroad, with a particular emphasis on employability: “Within a global economy, employers increasingly value overseas experience. That’s why [Institution A] has such an extensive network of exciting exchange links.” Employability is also used as a key selling point of Institution A’s internationally relevant education within the web pages of both the overseas campuses (which are linked directly from the institution’s home page).

In summary, the public face of Institution A is highly consistent with the private face revealed via the interviews. The emphasis given to the overseas campus developments is clear and the Institution A “experience” is sold on the basis that it is rooted in the UK system’s distinctive qualities. There are explicit allusions to institutional prestige. Also emphasised are the integration of international and domestic students and the opportunities available for all to enhance their global employability.

## **5.7 Progress along the road to “integrated internationalism”**

This, and the forthcoming case study chapters, will conclude with an examination of the progress that appears to have been made by the institution concerned (on the evidence of the case study) towards “integrated internationalism”.

A brief recap on the key ingredients of “integrated internationalism” may be useful. Extrapolating from our working definition, it should include:

- An international vision which is deliberately coordinated so that it is a permeating institutional theme
- The presence of an international or intercultural dimension in all core functions and activities
- Clear public articulation of the international vision and its practical implications.

Institution A is the most mature of the case study institutions when it comes to integrating an international dimension into its thinking and activities, taking an approach in line with its world-class aspirations, though there will always be scope for that integration to be even more pervasive.

### **5.7.1 Vision**

At Institution A, there is a clear long-term international vision to raise its reputation and profile on the world stage. This is firmly led from the top and an international dimension is truly embedded, motivated primarily by a desire to enhance prestige. Having long established the basic ingredients for internationalisation, the two key mechanisms currently being employed to progress the vision are the development of the overseas campuses and participation in prestigious international networks such as Universitas 21. There is an underpinning principle, used as a point of differentiation, which guides not only the overseas campus developments but also the experience of international students on the UK campus. This is that UK higher education is what is wanted and that its tenets and standards should be adhered to, whatever the cultural setting. Although there is a risk that this approach might be interpreted as neo-imperialist by some, it is clear that, in the way that it is managed at Institution A, it serves to enhance integration – both of international students into UK campus life, and of the overseas campuses into the broader institutional identity. The main challenge associated with the institutional vision relates to the need for balance between top-down direction of the international strategy and bottom-up involvement. Despite comprehensive (and generally effective) internal communications mechanisms, there seem to remain concerns at grass-roots level, relating to some of the principles underpinning the overseas campus developments and – more particularly – conflicting professional priorities.

### **5.7.2 Core functions**

The case study revealed a wide range of Institution A's core activities to have an international dimension. Although the International Office has a broad remit itself, it also has good lateral links across the institution and most functional areas seem to integrate international activities as a matter of course (eg. Registry taking responsibility for engagement with the Bologna Process). It is at the level of core functions and activities that Institution A's social rationales become more evident, balancing out some of the higher-profile prestige rationales which are at the fore in the vision. These include its work on scholarships (with a view to widening international participation) and its encouragement of outward mobility to enhance global understanding and employability. Although the balance remains in favour of "internationalisation abroad" over "internationalisation at home", the latter is certainly on the agenda. However, the area of curriculum internationalisation is not one which is explicitly addressed (except, perhaps, at the level of programme names). There is a clear view that this is something which



should happen as a matter of course (without diluting the UK experience which students have signed up to) and does not need to be helped along via facilitatory mechanisms.

### **5.7.3 Articulation**

The key messages most prominently articulated by Institution A relate to its international research profile and overseas campuses. Its communication of the way it transplants itself into new international environments is unambiguous and self-assured. It is clear that those producing the institution's marketing communications materials understand its international vision and selling points, with the result that there is strong alignment between internal and external messages.

One of Institution A's advantages when it comes to progressing towards "integrated internationalism" is sheer longevity. It has been internationally engaged for a long time and has built up a high degree of confidence. This is in part to do with the kind of institution it is: the international dimension appears to come fairly naturally in a research-led environment. However, the role of strong leadership, long-term plans and a willingness to invest cannot be underestimated. The only fly in the ointment is a possible reservation at grass-roots level about some of the most recent – and most innovative – strategic developments.

## CHAPTER 6

### Case Study 2: The Economic Wizard

In contrast to Institution A, Institution B is a former polytechnic which achieved university status in 1992, but can trace its roots back to 1838. It is based in London, which forms a key element of its identity. In the three main UK newspaper league tables, its position in 2005 ranged from 59 to 93. Its “outstanding achievement” in overseas trade was recognised in 2005 with a second consecutive Queen’s Award for Enterprise. Although serious investment in international activities only started in the early 1990s, its international credentials go back much further. One of its founders saw international awareness as an important part of personal development and there was a clear institutional focus on the development of international understanding through travel and education. Institution B has long had a special relationship with the USA, resulting in the establishment of one of the UK’s earliest formal Study Abroad programmes for university students in 1985. As a polytechnic, it was adopted as a model by the emerging HE systems of several countries.

In 2004/05, 17.9% of its students (of whom there were just under 23,500 in total) came from outside the UK, placing it “amongst the top ten UK universities for non-British students” (Annual Report 2005). It has a generous (and award-winning) scholarship programme for international students. Of nearly 4200 students from outside the UK, just under 3000 were from outside the EU. This means that 5.3% of Institution B’s students were from elsewhere in the EU and a further 12.8% were from outside the EU. During the course of the interviews, it was observed that “25% of institutional income now comes from sources outside the UK”, which would place it on the cusp of becoming a “multinational university”, defined as one where “at least a quarter of its global turnover is generated outside the country of origin” (van Rooijen et al. 2003, p.4). For these reasons, Institution B is described as the Economic Wizard.

It has a mature internationalisation strategy, having been engaged in most of the “standard” activities for a good ten years. At the time of the interviews, a new international strategy was being drafted and the April 2005 draft was supplied as documentary evidence. This builds on the firm foundations of the previous strategy but also represents a new departure, which will take the institution into a further phase of international development. The new focus is on building up Institution B’s offshore activities, including overseas study centres, campuses, consultancy and capacity building.

Institution B has a Vice-Chancellor who has been in post since 1996 and whose vision is demonstrably international. Top management responsibility for international developments (amongst other functions) falls to the Vice-President for International and Institutional Development (SM), originally an academic, who became gradually more involved in institutional management and has experience of HE internationalisation in continental Europe and Australia. The International Education Office had an Acting Head (IO) at the time of the interviews, the Head of Office post having been vacant for around nine months. This office focuses mainly on international student recruitment / promotion (non-EU only) and on study abroad / exchanges.<sup>1</sup>

Institution B has 10 Schools of study on 4 campuses. Schools are self-contained, not split across campuses, with the result that there are, for example, two separate Schools of Business and two separate Schools of Computer Science. Each campus is managed by a Provost, with main budgets held at this level, but significant elements of them devolved to the Schools based on that campus. The Business School from which a representative was interviewed has a high proportion of students from overseas, including many on Study Abroad programmes. The interviewee (BS) was Deputy Director of Undergraduate Studies. It is worth mentioning that, in addition to the corporate Marketing and Development function and International Education Office, campuses have their own marketing posts and budgets (including international marketing).

## **6.1 Internationalisation profile**

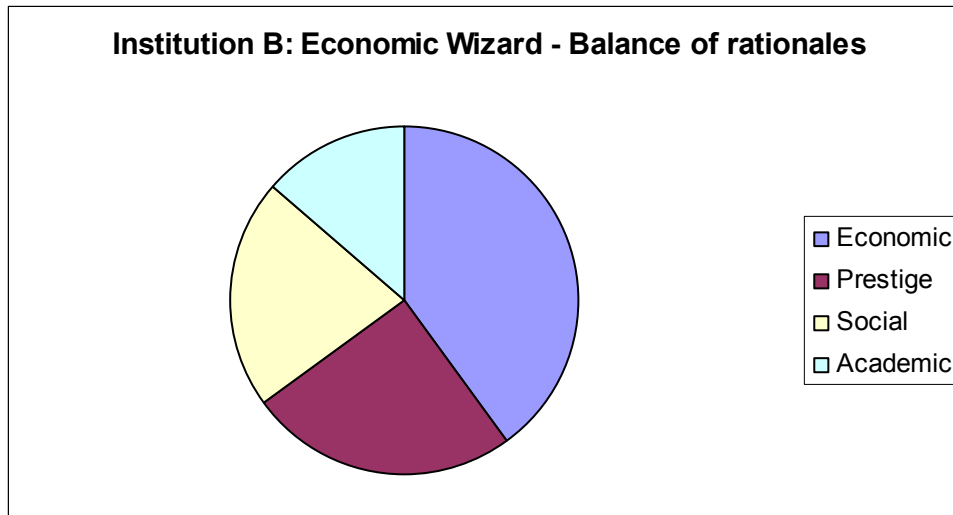
### **6.1.1 Rationale Prioritisation Exercise**

The RPE (see Appendix D) yielded the following results. The Economic rationale came out ahead with an average of 8 points, followed by the Prestige rationale with 5 points, then the Social rationale with 4.3 points, and the Academic rationale with 2.7 points, leading to an “internationalisation profile” of **EPSA**. This is represented in Figure 13.

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<sup>1</sup> For organisation chart, see 6.4

**Figure 13**



All respondents placed the Economic rationale either top or joint top. SM commented that all four rationales are linked and difficult to separate out: “The reality is that you cannot generate significant income without having an international profile. And if you focus only on the income, you cannot bring the academic community with you. So I think the ultimate aim for **sustainable success** would have to be Statement A (the Prestige rationale). The income side is, however, crucial in order to be able to deliver that.” Both SM and IO felt that the Social and Academic rationales were very closely linked. Both recognised the importance of the social imperative in terms of developing global and cross-cultural competencies in students, but acknowledged that this was sometimes an uphill battle. BS did not think that Institution B was concerned about the Academic rationale (ensuring that non Anglo-centric perspectives permeate the curriculum) at all, though subsequent discussions indicated that this was an area in which the Business School is quite proactive. SM accorded it equal importance with the Social rationale and observed that offering a truly international curriculum was – from the perspective of international students - a selling point of UK higher education which differentiated it from US higher education.

The resulting **EPSA** profile coincides with the overall national profile and is similar to the average profile of post-92 institutions which took part in the national survey, except that the Prestige and Social rationales have switched place. University B appears less preoccupied with the Social rationale and more so with the Prestige rationale. However, it seems somewhat less strongly concerned with the Economic rationale than is average for the post-92 group as a whole.

### **6.1.2 Activity Prioritisation Exercise**

All three participants were asked to highlight (using the Activity Checklist attached at Appendix E) those internationally orientated activities on which the institution places greatest importance. SM challenged this exercise, observing that:

I find it difficult to put ticks in some boxes and not others. I think we can now afford to be broader in our outlook. When you start out with your internationalisation strategy... you obviously need to make choices. You can't do everything at once. I think where you have an institution which is quite international in its outlook and commitment, it would be worrying if we didn't tick all the boxes... [T]he institution should be committed to all these activities and more. I think it's more about stages of development. It's about mainstreaming activities. Internationalising the curriculum is a perfect example of that – I don't need to focus on that because it's part of our normal quality assurance process.

Due to these reservations, SM was prepared to discuss each of the activities on the list, but not to select or prioritise from the list.

There were four activities on whose institutional importance the other two participants agreed:

1. Recruiting degree-seeking international students to UK-based programmes
2. Recruiting incoming fee-paying short-term study abroad students
3. Delivering own institution's programmes to international students studying elsewhere or recognising / providing credit for other providers' programmes
4. Ongoing support for international students

As might be expected, this list reflects an emphasis on international student recruitment (including study abroad). It also touches on the newer agenda of offshore delivery and on recognition of partners' programmes, as well as highlighting international student support. The highlighted activities seem to revolve around students, which perhaps reflects the focus of the two respondents. Assuming a recognition of the income generated via student recruitment, the activity prioritisation exercise seems reasonably consistent with the prioritisation of rationales, with its focus on the Economic aspects of internationalisation.

## **6.2 Interpretation, vision and leadership**

Although the main institutional motivation for internationalising appears on the surface to be an economic one, this does not do justice to the contextual nuances. These indicate

that the economic motivation is prioritised merely as a means to certain “ends”. SM noted that internationalisation contributes to the institution’s long-term success as follows:

- 1) Institutional survival as an aim in itself
- 2) The academic progress and development of the institution
- 3) The social agenda – what kind of contribution do we make to society?

Unsurprisingly, different understandings of internationalisation seem to have taken root in different parts of the organisation. SM stressed the need to adjust the message about the institution’s main motivation for internationalising, depending on the audience.

When addressing senior managers..., I would tend to emphasise the more down-to-earth (ie. economic) aspects. With a wider University community, certainly the academic staff, I would emphasise academic quality issues... If you do it right, income is not an objective, it is only a tool, a means to an end.

When asked about their own interpretations of the term “internationalisation”, interviewees’ responses varied. SM observed that “my career actually parallels the changing and widening definition of internationalisation”. This started off with the more typically continental European emphasis on student and staff mobility, exchanges and joint degrees, then took in additional areas such as international student recruitment when SM moved to the UK to join Institution B. It was observed that “student recruitment is only one aspect of the internationalisation agenda. All aspects are ideally mutually reinforcing – one has to take a holistic approach and look at the synergy between the different activities”. Subsequent experience on the part of SM in Australia (in the late 1990s) led to the comment that “the quality dimension is extraordinarily significant – you have to beware of marketing slipping into straightforward sales and recruitment and missing the point of brand development and public relations. The Australian sector took a few short-cuts in my opinion. It’s essential to build up an image in order for activities to be sustainable.” SM also noted that “a lot of things that have been done internationally are actually very good, successful and better thought through than those done domestically... Universities are learning from their international successes (eg. marketing expertise) and translating these lessons into the domestic arena. The international work was almost a ‘pioneer’ – one step ahead of the rest of the institution.”

IO also highlighted a range of aspects of internationalisation, including student recruitment to ensure diversity (for both academic and financial security reasons); the development of global competencies - through international experience, introducing global concepts into curricula, or ensuring a diverse classroom experience; boosting

international research standing, raising the profile of the institution and developing institutional links. For BS, internationalisation implied “an increase in the number of international students at one’s own institution and in one’s own students going to study abroad – not just in Europe... It’s also about attention to the international context in all that we do – from the curriculum to student support to the design of assessments, materials, etc.”

However, BS went on to observe that: “There’s a steer from the top of the institution, but a sense that there may be mixed motives and reasons for engaging, some of them purely economic.” This observation perhaps reinforces (unintentionally) a remark made by SM about the dangers of misinterpretation:

The rather complex story of why an institution is international is often misinterpreted. For some it’s just seen as about bringing in income, which is a dangerous way of looking at it. Even some Deans have this naïve view. The biggest problems over the years have not been about convincing people that internationalisation is important, nor about dealing with those who aren’t engaged, but rather about dealing with people who have misunderstood the internationalisation agenda and who happily go round the world and come up with all sorts of money-making deals. They often have the best intentions, but don’t appreciate the complexities and complications of international work, so they are – in their naivety - effectively acting as mavericks. Untold energy is expended undoing the damage that they do.

Institution B’s mission is “to provide high-quality education and research, in both national and international contexts, for the intellectual, social and professional development of the individual and for the economic and cultural enrichment of London and wider communities”.

Location is a key element within this. SM elaborated as follows:

London as a ‘world city’ is a critical part of our identity as an ‘international university’. In 1992, when we became a university, the decision was made that the international dimension would have to be a key part of the institution’s future. There was a kind of ‘liberalisation’ when we cast off our polytechnic status. We were able to take full advantage of our London position and our new name and go international. That’s how ‘London and wider communities’ entered the mission statement.

The vision encompassed within the draft international strategy is very much in line with the wider institutional mission. “Service to society” is seen as a clear third activity strand, alongside teaching and research – and one which can be played out effectively on a global scale. This social mission “to help progress” is firmly rooted in the philosophy of the institution’s 19<sup>th</sup> century founders.

As SM explained, this can result in “loss leading” activity:

The University has a leadership role in making life in society better. And the question is how does internationalisation contribute to this? For us, there are the two dimensions of the local and the global. Some of the work we do outside the UK is driven very much by this social mission, rather than a financial or academic one. It actually doesn’t make a lot of financial sense, and not even much academic sense, to be in Central Asia, but it does make a lot of social sense. Lots of the work that is done in the International Projects Office is in developing countries. There are other parts of the world where we could make much more money and get many more academic brownie points etc., but we still do this because we have that third dimension.

In terms of the academic agenda, SM stressed that internationalisation must make a clear contribution to academic development and progress (including the enhancement of both teaching and research quality). The point is made that:

When we talk about academic development, we’re really talking about the maturing of the institution... It’s unhealthy to keep doing what we’ve always done and it’s very positive that institutions change just as society changes – in fact they should lead that change... An institution’s mission is shaped by its history, not frozen by it. It’s a foundation to build upon.

This links nicely back to SM’s earlier point about internationalisation contributing to institutional survival *per se*. SM explained this as follows:

Universities obviously have the purpose of living a long time – they’re not like businesses, which tend to focus on the next payout to shareholders. We’re looking 10, 20 years, half a century ahead. The number one priority of a university is ‘how does this contribute to our long-term success?’. Internationalisation has become a crucial element of the University’s long-term success.

Sustainable growth is a recurring theme throughout discussions. SM remarked that “we could probably have grown our income faster than we have done. Our growth has been



10 to 20% per annum and we're quite comfortable with this. However, winning the Queen's Award twice in succession is extremely important to us as it demonstrates the sustainability of our approach, that – after 10 years – we're still on the right road."

### **6.3 Strategy development – the big idea**

As mentioned earlier, Institution B was in the process of drafting a new international strategy at the time of the interviews. This was due to be finalised alongside the new institutional Strategic Plan (at the very beginning of academic year 2005-06). SM observed that it is an iterative process between all the supporting strategies and the overarching Strategic Plan:

My role, having cross-University responsibility for International Strategy, is to make sure that it permeates all functions within the Strategic Plan and other Plans. Sometimes this is easier than others. When it comes to Academic Quality, you'd be very worried if there wasn't an international dimension there. Personally, I would say the same for Research. However, in an institution with this kind of history, there's... an inclination sometimes to define research more in terms of its national importance, which I'm constantly challenging. Knowledge Transfer is an even better example, which tends to be very much focused on the local environment, but of course I've been doing a lot... to make sure that KT is international and outward-looking, looking beyond the country borders... My definition of success is when [the international dimension] is seen as an integral part of everyone's operations.

The new Strategic Plan seems likely to help this cause, since one of the criteria against which each strategic theme will be assessed is "excellence in international activities" – and the London and international threads run through all the strategic themes.<sup>2</sup>

SM went on to describe the 10-year International Strategy document as follows:

The first two pages... cover what [Institution B] is about internationally. The next part is very much a continuation of what we've been doing over the last 10+ years. There's no need for [Institution B] suddenly to go in a dramatically different direction. The third part is the most innovative one as it articulates new dimensions for the coming 5 to 10 years. It focuses on our off-shore strategy – its programmes, branch centres/campuses and our international consultancy work.

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<sup>2</sup> Source: April 2005 Strategic Plan discussion paper accessed via University website 27 April 2006

One motive for the diversification of activities outlined in the third part of the strategy is to spread risk. The draft document makes this point explicitly:

With an increasing importance of income derived from outside the UK (now going toward a quarter of the budget), the University urgently needs to reinforce its strategy of further diversification.

Risk management is seen as a crucial dimension of sustainability by SM, who noted that “if we don’t get it right, we could effectively bankrupt the institution. Your risk management in financial terms and in reputational terms is absolutely crucial.”

There are nine broad aims within Institution B’s international strategy and the approach taken is to identify activities which can further these aims; outline the progress and commitment that is needed (often specifically addressing the work that Schools will need to undertake); pinpoint any existing barriers to progress (often at institutional level) and suggest strategies to remove them.

The aims cover most of the areas one might expect for an institution at a relatively advanced stage of internationalisation: strengthening the knowledge base for teaching and research via internationalisation; recruiting international staff, attracting international visiting staff, and providing staff development appropriate for a diverse, internationalised environment; encouraging international study experience for all; fostering international collaboration in research and knowledge transfer; contributing to international development; diversifying income streams through international sources; seeking increased external funding for international student scholarships; and, finally, raising the University’s profile abroad “through collaboration with high quality institutions elsewhere, and by providing [Institution B] educational programmes outside the UK at our overseas centres or campuses”.

Interestingly, no direct mention of international student recruitment to the UK is made in the broad aims, though it is confirmed later in the document that “recruitment of full fee paying international students, both on long courses and on shorter Study Abroad programmes, will continue to make a major contribution to... increasing and diversifying sources of funding”.

There are two specific areas where Institution B already excels, which the strategy seeks to develop still further. It has a substantial international scholarship programme (which has subsequently won a major national award), approximately half of which is externally funded. The aim is to increase the size of the fund “to reach £1.5 million... within the next five years, with funding (in cash and kind) from external partners

wherever possible". The other exceptional area is the University's Study Abroad programme which is "one of the largest in Europe, and is with an intake of more than 600 students per year a market leader". It is now considered a core activity of the institution and "contributes to the strategic objective of internationalising the classroom". A range of "dual location" programmes has recently been validated, offering the opportunity of a semester in London, coupled with one in China or Australia, and plans are underway for further options in Mexico or North America. With this expanded portfolio, Institution B "hopes to grow into a 'hub' of Study Abroad programmes".

A further focus is on the development of more institutional partnerships (twinning programmes, joint degrees etc.), particularly within Europe. The objective is, in part, to support recruitment of EU students with advanced standing to Institution B, but also to support funding bids, to increase institutional visibility and provide access to international information. Membership of the Compostela Group consortium has already served Institution B well and it will consider creating or joining further international consortia of this kind.

As already indicated, part three of the international strategy concentrates on the plans for off-shore activity and represents "the big idea" from a strategy point of view. It is in part a response to the "strong growth in the development of existing and new universities in countries which previously sent many of their students abroad, with the explicit intention of keeping such students at home in the interest of curtailing costs". There is an implicit acknowledgement that, even with additional investment, the growth in international students studying in the UK will slow, whereas prospects for offshore activities are more buoyant. It is proposed that a balanced portfolio of offshore operations be developed, with three major strands: development of Centres for International Studies (probably mainly in Europe – modelled broadly on one such Institution B Centre which already exists in France); development of Institution B Campuses in different world regions (modelled on an existing Institution B campus in Central Asia); and engagement with consultancy and capacity building projects ("in different regions of the world, but ideally with a bias toward developing nations / emerging economies"). Other opportunities for representative offices, English language centres, outreach centres etc. will also be explored.

Specific targets are set for each of the three activity strands – both in terms of numbers to be established (for the Centres and Campuses) and in terms of annual turnover, with a target date for all to have reached their financial objectives by 2015. In total, the

annual turnover for all three offshore activity strands is projected to be between £5 and £8 million by 2015.

Risk management strategies and clear procedures for management and oversight of projects (see 6.4) are an important part of the plan for these ambitious initiatives. The international strategy makes the point that:

[Institution B] should not hesitate to be a 'global player', as it is already in international student recruitment. At the moment it has more than 140 nationalities represented on its London campuses. Therefore, ultimately one would expect the University to have a presence on the main continents. Such geographic spread, though obviously increasing costs, will help to reduce economic risks and thus is consistent with the policy of low-level risks with modest, yet steady and sustainable, revenue.

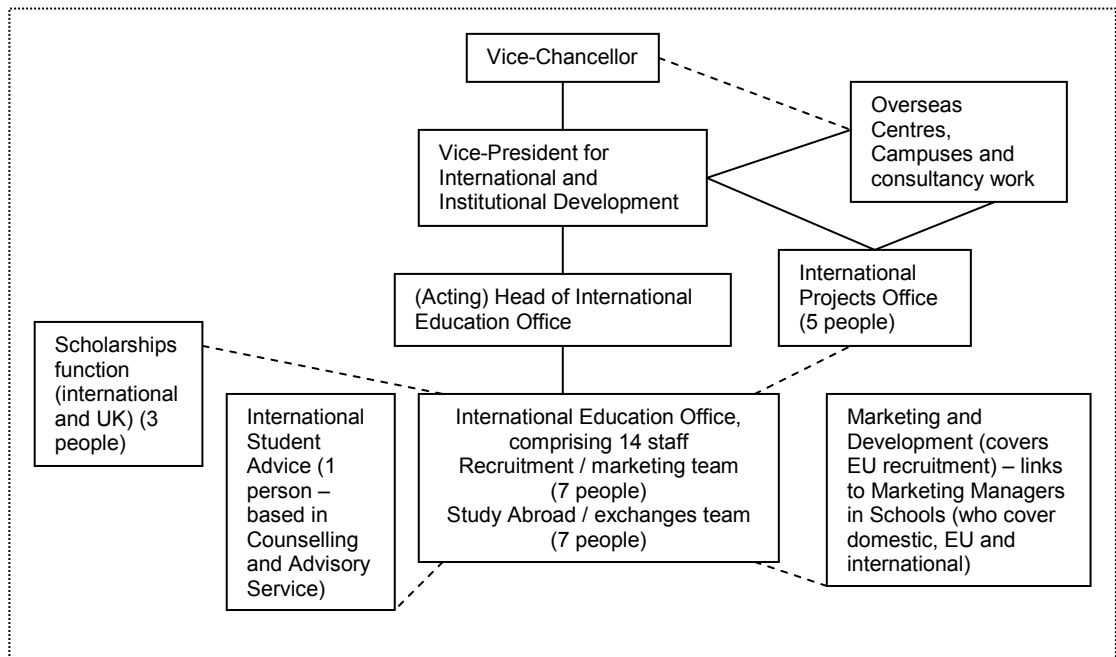
The need for all parts of the University to cooperate in support of the international strategy is stressed at numerous points, and it is observed that the offshore strategy, in particular, "will only succeed with (continued) support of the Schools and continued improvements of the relevant systems of the University, which include planning processes, academic validation processes, resource allocations and communication lines".

#### **6.4 Staffing, structures, policy and processes**

Institution B has staff with internationally-orientated roles distributed across the institution. On the whole, respondents appeared to feel that this fragmentation was more of a barrier than a benefit. Figure 14 seeks to represent the situation as it stood in 2005.

It is worth drawing particular attention to the International Projects Office, set up in 2004, which is responsible for developing international offshore centres (in line with the new international strategy) and other projects, including consultancy.

**Figure 14** – Institution B organisation chart showing position of internationally-orientated functions



The rationale for setting up a separate office for this purpose is, according to SM, that “it sits outside central services in order to be a change agent – it has a half-academic, half-non-academic focus - and offers professional project management. Its location is very similar to the initial institutional location of the International Education Office, which used [12 years ago] to have more of a change agent role than it does now.”

The establishment of a new function and its positioning in an organisational location where it is likely to have greatest impact can be a powerful strategy for change. Given the International Education Office’s focus on international student recruitment, including Study Abroad, and Institution B’s acknowledged success in this area, this strategy seems to have worked well before, so it is not surprising to see the same tactics used when it comes to the new offshore projects.

Another aspect of staffing and structure worth mentioning is the title and remit of the senior manager with responsibility for internationalisation: Vice-President for International and Institutional Development. The term Vice-President is one that resonates with the North American sector. It is also of interest that, in terms of functions, the international development of the institution is linked to institutional development *per se* (which includes regional partnership development).

Because the new strategy was only in draft form at the time of the interviews, not all the structures and processes that would be needed in order to support it were fully operational. Comments made during the interviews tended to refer to existing structures and processes, rather than new ones. This section will provide an overview of existing arrangements, but make allusions to proposals for change where appropriate.

The main deliberative structures and communication channels were described by SM as follows:

The formal tool is the International Forum, which I chair and brings together senior academics, heads of relevant units etc. and meets 3 to 4 times a year. We formulate the international strategy. We also have regional focus groups. The Chairs of these regional focus groups are also members of International Forum. The minutes go to Academic Council.

At strategic level, there is the International Board, a sub-committee of the Vice-Chancellor's Executive Group with delegated authority from that group. "It's a small group chaired by the VC and includes an external expert and a member of the Board of Governors. It deals with the international work we do outside the UK."<sup>3</sup>

IO elaborated on the nature of the regional focus groups:

Feeding into [International Forum] are area focus groups, which cover all the regions in which we have an interest – North America, China, India and South-East Asia, Africa, Middle East... These include a mixture of academics and relevant administrative staff (including representatives from the International Education Office and International Projects Office)... Each area focus group tends to attract the same old faces, those who have a keen interest in that area, so there's an element of preaching to the converted.

IO remarked that "the idea of the focus groups is to have a bit more joined up thinking and actually share what's happening across the institution". Other operational groups across the institution include the International Student Experience Group.

SM explained some of the ways that international priorities are communicated internally:

The big discussions on the international strategy have been through a mini-roadshow going around all the Schools. The more subtle tools are making sure you continue to give the right signals. So the VC will emphasise publicly that this activity is very important or this member of staff has done something wonderful etc...There's also the international website and a regular international newsletter.

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<sup>3</sup> This specific focus at senior level on an aspect of the "Internationalisation Abroad" agenda demonstrates its importance to Institution B

However, IO acknowledged that internal communication does not always work as well as it might, articulating a common challenge for University international offices: “There’s not much point just putting things on the intranet and expecting people to read them. It’s important to get out there and talk to staff in Schools and engage them, but as always it’s about prioritisation of staff time. Staff in the International Education Office are often overseas travelling.”

IO explained that, “feeding in from [the] top-level strategy there is an Annual Operating Statement for each unit across the University..., which must include a commentary on international activities”. Certain overarching processes also integrate an international dimension. For example, “we have what we call a ‘first filter process’ for new degree programmes. They must demonstrate that they have considered the international dimension”. However, IO felt that the monitoring of follow-through on these “international intentions” could be improved.

SM and BS both noted that the incentives for Schools to generate income are very clear – and the pressure “quite severe”. Because each campus has its own marketing budget, this is often used on international marketing. SM admitted “I’m always slightly nervous about that, because international marketing is not always something you can do at course or School level.” However, there are also specific examples of central funding to support internationalisation. One of these is the scholarship programme. There is also a “central pot within HR” devoted to internationalising staff.

SM noted, however, that “the budget for the International Education Office hasn’t gone up much since it was established, but it’s part of the new international strategy to start to introduce discretionary funding again”. Another area that has not kept pace with change is international student support. There is a dedicated International Student Adviser within the Counselling and Advisory Service, “who deals with visa, welfare, work and emotional issues for international students”. Despite the tripling of international student numbers, this has remained a one-person function. IO commented on the imbalance between this level of resource and that available to Study Abroad students, who benefit from four dedicated advisers. The success of the Study Abroad programme is attributed in part to this level of support, and it is recognised that more central resource needs to be put into the support of other categories of international student. This is picked up formally in the draft international strategy, where it is suggested that this might also apply to the Careers Service and similar “front-line” units.

As previously indicated, the major new thrust of the international strategy, growth in offshore activities, will be supported at operational level via the International Projects Office. The draft international strategy stresses the importance of this office being involved in all potential offshore initiatives at the earliest stage. A strict procedure for decision-making on projects is outlined: “Each project proposal is to be prepared by the International Projects Office, together with relevant Schools and Central Units, following a set format. The proposal will be presented to the Board for Offshore Campuses, Centres and Consultancy.” Further approval is required at different levels and by different committees depending on the size and nature of the project, with structured risk assessments an integral part of the process.

It is clear that the proposals for growth and diversification outlined in the new international strategy will be accompanied by a need for up-front investment.<sup>4</sup>

### **6.5 Practice on the ground and internal buy-in**

When asked about contact with the International Education Office, BS homed in on the liaison which existed over incoming Study Abroad students, their placement on modules and other requirements. Issues such as the level of pastoral support available to these students within Schools had been debated, with a University-wide move to end-of-year assessments causing some concern due to the need to accommodate the assessment of semester-only students.

In terms of engagement in international-related activities, BS suggested that most staff within the School would have dealings with visiting students. Maybe 10% attend international recruitment exhibitions, with a smaller proportion (around 5% of staff – say, 5 or 6 people) getting involved in international partnership work. BS pointed out that “all UG Business Studies students are given the opportunity to study abroad for a semester at one of our partner institutions..., but the take-up is poor – maybe about 8 students”. Although money is also available for staff to undertake exchanges at partner institutions, BS noted that “the push for involvement tends to come from the staff themselves”. This seems to be a general theme as far as the Business School is concerned.

BS observed that most staff are familiar with aspects of the international agenda, because there are so many international students. This appears to influence both the content and nature of programmes:

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<sup>4</sup> It is understood that investment plans (not available for examination) form appendices to the main strategy.



We have a very popular MA International Business which is virtually all international students – it raises issues about expectations (they wanted to come here to study alongside British students, of which there are very few)... There has probably been some evolution of content over time, to reflect the student body... Also, I think the disciplines we're dealing with have changed. We have to look at globalisation in business now in order to do justice to the study of business and management.

BS commented on wider debates about internationalisation and some of the concerns these raised:

There's been a debate among staff (and in the HE press) about **where** we (HEIs) are going in terms of the international agenda. There's some cynicism about exploitation of students – a sense that it's not about being totally altruistic or having a spirit of internationalism or celebration of diversity, but that it's just about getting students over here and that they're often not supported academically or pastorally as much as they should be. Staff here feel this needs to be remedied.

BS also noted some reservations about strategic choices that had been made:

We tended to target places in the former Soviet Union... This seemed to be part of an overarching vision, but it's a complex and multi-faceted business... There's a ... slightly patronising 'edge' to it: that we're going to these countries to teach them how to do proper accounting and think rationally about legal issues and that kind of thing... The learning is a bit one-way.

This observation is interesting, given that SM had described such engagement as being part of the institution's "social mission".

From the point of view of BS, the main benefits (and challenges) of internationalisation seem to be linked to the teaching and learning experience.

In terms of the impact on teaching, it has made staff more reflective about what they deliver, which has the potential to make them more sensitive teachers for everybody. They have to think about the way they communicate, to challenge their own assumptions... A key benefit is that we have the perspective of the international students... for example in terms of what business means in different parts of the world.

The tailoring of programmes for the international market has also fed into the recruitment of staff and, because of the international staff base, there is more internationally-orientated research. BS also observed that having international students

“makes our support systems more aware of what we need to do to support all new students”<sup>5</sup>

When asked about staff buy-in to the internationalisation agenda, SM commented:

The level is not consistent across the institution. It can't be by definition. Some places would define it quickly as income, others entirely in terms of academic or research agendas. So because internationalisation has so many interrelated facets, buy-in can be selective – and varies according to each individual.

IO attributed variability of buy-in to different levels of awareness and understanding – linked in part to level of dependence on international students. Either way, there was a sense that internal communication could be improved upon and that this would be a key to greater buy-in and help to move staff from incomplete understanding to a more rounded view.

## **6.6 The public face**

When asked what mechanisms were used to communicate the institution's international vision externally, SM mentioned that senior staff often gave conference presentations or otherwise engaged with colleagues in the field. Receiving the Queen's Award for the second time provided a good opportunity for this. IO mentioned the role of Institution B's numerous partnerships and networks, which provided not only a platform for self-promotion but also a valuable resource for two-way learning – as did the international work at government level project-managed by the International Projects Office. Publications and the website were not specifically highlighted as tools for external communication of the international vision.

The publicly available texts used to illuminate the private face of Institution A were its Annual Report 2005 (coupled with a linked profile leaflet), its Undergraduate Prospectus (UGP) 2006, its Postgraduate Prospectus (PGP) 2005 and its website (studied in April 2006). Also available was a leaflet about the work of the International Projects Office.

Visually, the documents seem very people-focused. The prestige publications (Annual Report and profile leaflet) feature prominently a picture of the Queen on a recent visit. The secondary imagery tends to include the London setting (often using familiar landmarks). The UGP and PGP are extremely similar in style and structure. The covers of both highlight individuals from diverse backgrounds, with the inside front cover featuring the London Eye.

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<sup>5</sup> cf. Bruch and Barty 1998

The text stresses London's status as a "world city" and key fact boxes emphasise the number of international students (classified as non-EU) and their diversity of backgrounds (from 134 (UG) or 148 (PG) countries). The international ethos at Institution B is a strong message throughout the publications and the VC's welcome in the UGP goes so far as to say that "we design our programmes to meet the needs of our international student body". All publications also stress Institution B's "status as a world leader in many subjects" – based in part on achievement of a grade 5 in four subjects in the 2001 Research Assessment Exercise and an overall strong showing compared to other post-92 institutions.

In both prospectuses, there is a separate International Students section. It includes comprehensive factual information of relevance to international students, explaining, for example, the different study options (full degree, Study Abroad or exchange, English language or short courses). Information is also provided about the institution's programme for learning languages (either English for Academic Purposes or a range of five other languages). This receives greater prominence in the International Students section than it does anywhere else in the prospectus (eg. Employability section), although it is potentially of value to all students.

In the UGP, a section on Teaching Style includes two paragraphs on the opportunities for study exchanges in Europe. A reference is made to the potential for this to enhance employability, but – given the fact that the institution has over 120 exchange partners all over the world – little attempt seems to be made really to sell the opportunities and benefits of such a comprehensive scheme.

Under Affiliated Colleges, the University's campus in Central Asia receives a brief mention, though – like the UK affiliate colleges – its courses are not included in the prospectus course listing.

Like the prospectuses, the Annual Report has a separate section with an international focus. This includes a selection of stories or achievements with an international dimension – from capacity building work overseas to the international implications of specific research.

Although the above publications make explicit mention of Institution B's international atmosphere, evidence of this seems less integrated than one might expect for an institution where it is of such importance. The inclusion of separate "international"

sections, coupled with the lack of emphasis on international opportunities for **all** students, has the potential to highlight difference, rather than integration.

The leaflet about the work of the International Projects Office, which is presumably aimed at potential clients, explains that:

Echoing the social mission of our founders, the University maintains that it can play a role in contributing towards global, social and economic development through high quality education. This will be central to future international activities.

The website includes an International Students button on the home page, with several headline news items on the next page down, including a feature on the Queen's Award. This explicitly mentions the increase of overseas business in new markets such as Pakistan, Russia and Nigeria. The VC is quoted as saying: "The award is also recognition of [Institution B's] 'innovative and ethical' approach in working with overseas partners in delivering consultancy and educational programmes globally."

The scholarship programme is also highlighted, stressing the impressive range of scholarships available as well as the flexibility of the programme to meet individuals' needs. In addition to the other items one might expect to find in the International Office section of the website, there are links to a long list of international partnerships, mainly representing "recognition agreements" for entry with advanced standing, or dual awards with European partners. This also links to the website of the Institution B campus in Central Asia, which does not include the Institution B logo, but refers to it as the validating University and mentions that there are three Institution B staff employed to help manage the campus.

Given the increasing importance to Institution B of its offshore activities, they seem a little "buried" within the website, with the benefits of this impressive network of links somewhat understated.

## **6.7 Progress along the road to "integrated internationalism"**

Based on this case study, Institution B is making good progress towards "integrated internationalism", though it is aware of areas for further development. It has a particularly strong track record in international student recruitment, including short-term study abroad. This has led to an increase in international income from a total of around £1 million in 1993 to around £30 million in 2005.

### **6.7.1 Vision**

Although, on the surface, its international vision appears to be economically driven, when probed it is evident that income generation and diversification are pursued as means to broader ends, including: the long-term success of the institution; the enhancement of its academic reputation; and the fulfilment of its social mission. Like Institution A, it is embarking on a new stage in its internationalisation developments. Building on its extensive range of international partnerships and experience in overseas capacity-building, it will focus on the delivery of education and consultancy services outside the UK. The aspiration is to maintain a leading position as a recruiter of international students (supported by a substantial scholarship programme), but to shore up the risk by diversifying activities and delivery locations. This new focus is seen as an evolution in international activity, not a revolution, though it has the potential to be a distinctive feature of Institution B's brand of internationalism. Another distinctive feature is the Study Abroad programme, already one of the largest of its kind, but with the potential to develop into an innovative Study Abroad "hub" with spokes reaching out to partner institutions in other countries and continents. Management of risk, through diversification and a long-term sustainable approach, is an underlying principle of these new developments. The social dimension is also emphasised, though staff on the ground do not always seem to realise that there are drivers beyond the obvious economic ones.

### **6.7.2 Core functions**

In terms of its core functions, there is a stronger emphasis on "internationalisation abroad" than on "internationalisation at home". The international dimension for domestic students seems less developed. There is also an issue of some activity areas (eg. international student support) not keeping pace with growth in demand. Although the senior management role, with its explicit remit to keep the international dimension to the fore in all functional areas, is a crucial one, it is clear that there are still some areas where permeation is not yet achieved. This is perhaps linked to the institution's past priorities, when internationally-orientated research and knowledge transfer were the exception rather than the rule. It may also be the case that the relatively fragmented structure (ie. staff with international remits distributed across the institution) dilutes rather than enhances integration of the international dimension.

### **6.7.3 Articulation**

Key public messages about Institution B highlight the advantages of studying in such a cosmopolitan community and the achievement, for the second time, of the Queen's Award for Enterprise. However, there is little emphasis on the opportunities for international engagement available to students, despite an extensive network of partners. Its range of offshore activities is also neglected in publicity, with none of these features used as "selling points" for the institution as a whole. The fact that the emphasis in external communications is not fully aligned with institutional vision may exacerbate internal misunderstandings relating to focus and motivation.

Although Institution B adopts an internationalist ethos and, thanks to many years' experience, has all the main ingredients for internationalisation in place, this ethos – though widely embraced – did not appear to be fully integrated at the time of the interviews. There is an acknowledged need to invest in existing and new areas in order to make a real step-change. There is also a need to consider whether greater consistency of external messages and internal understanding might be achieved by a review of communication channels and stronger coordination of international activities, perhaps via a less distributed structure.

## CHAPTER 7

### Case Study 3: The Global Citizen

Institution C is another former polytechnic, which achieved university status in 1992. Although established as a polytechnic only in 1970, it can trace its roots back to 1824. It is based in the north of England, with two campuses in an ethnically diverse city and a third in a neighbouring town. In the three main UK newspaper league tables, its position in 2005 ranged from 78 to 110.

Serious engagement in international activities only started in the early 2000s and a step-change took place with the arrival of a new Vice-Chancellor in 2003. It is therefore in its first decade of internationalisation and is the “latecomer” among the case study institutions. It was selected because of its unusual (in the UK context) approach, which has a strong ethical, social and educational underpinning and tangibly permeates all of Institution C’s activities. For these reasons, it is described as the Global Citizen.

In terms of student numbers, Institution C is large by UK standards, with 52,275 students in 2004/05 (HESA website). This reflects its engagement with its local region where it has a vast network of further education partners. In fact, in 2004/05, nearly half of its students studied at FE level, leaving a HE student population of 28,035 (larger than Institution B, but smaller than Institution A). 3360 of these students (12% of the HE population) were from outside the UK, with 2630 from outside the EU. This means that 2.6% of Institution C’s HE students were from elsewhere in the EU and a further 9.4% were from outside it.

Although its internationalisation strategy is relatively recent (drafted in November 2003, published in May 2004), it predates the institution’s Corporate Plan (July 2004). The two documents are clearly integrated and mutually reinforcing. Both have a time-frame of 2004-2008. Within the broad area of internationalisation both focus not on generating international income, nor on building the institution’s international prestige, but rather on the development of “students’ international opportunities and global perspectives, ensuring that an international, multi-cultural ethos pervades the university” (Corporate Plan). What is striking about Institution C is the consistency and determination with which this aim is pursued. An early thrust of the internationalisation strategy was to integrate cross-cultural capability across the curriculum. More recent developments have included encouragement for international volunteering, applied research into aspects of internationalisation and the establishment of a South Asia office in India.

The VC has a strong personal commitment to ethical internationalisation and asked to be interviewed as part of this case study research. The level of transparency and readiness to share plans and strategies was higher within this institution than at either of the others.

One of the VC's earliest structural decisions was to appoint an existing member of staff to the role of International Dean, creating a separate International Faculty, with responsibility both for academic subject areas with an explicit international focus (eg. Languages, Tourism and, more recently, Applied Global Ethics) and for the institution's international recruitment, support and exchange functions.<sup>1</sup>

The set-up at Institution C meant that five, rather than three, interviews were conducted. The VC is referred to as SM1, the International Dean as SM2, the Head of the Office for International Programmes as IO1, the Head of International Office as IO2, and the practising academic (Associate Dean – with responsibility for undergraduate programmes – in the Faculty of Business and Law) as BS.

## **7.1 Internationalisation profile**

### **7.1.1 Rationale Prioritisation Exercise**

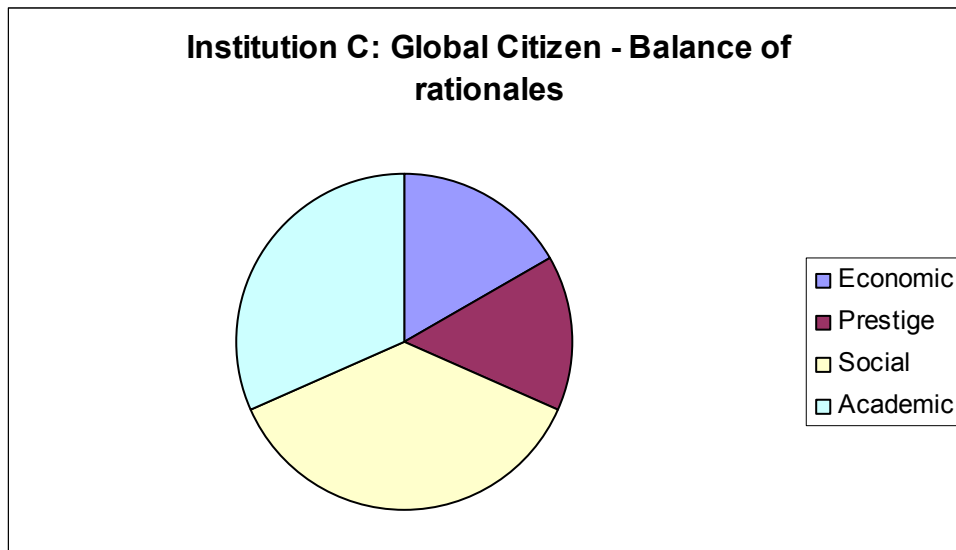
The RPE (see Appendix D), which was completed by three out of the five interviewees (SM2, IO1, BS) yielded results which were quite different from those of the other two institutions. The Social rationale came out ahead with an average of 7.3 points, followed by the Academic rationale with 6.3 points, then the Economic rationale with 3.3 points, and the Prestige rationale with 3 points, leading to an “internationalisation profile” of **SAEP**. This is represented in Figure 15.

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<sup>1</sup> This innovative model is explored in more detail in 7.4



**Figure 15**



All respondents placed the Social rationale either top or joint top with the Academic rationale. This is very much in line with the qualitative information derived from the interviews and documentation.

The resulting profile is unlike the average profile of post-92 institutions which took part in the national survey (**ESPA**) and it is worth noting that this is one of very few institutions in the UK that appears to place importance on the Academic rationale for internationalising (ie. enhancing academic quality by ensuring that non Anglo-centric perspectives permeate the curriculum).

### **7.1.2 Activity Prioritisation Exercise**

The same three participants as above were asked to highlight (using the Activity Checklist attached at Appendix E) those internationally orientated activities on which the institution places greatest importance.

There were seven activities on whose institutional importance all three agreed:

1. Internationalisation of curricula
2. Offering international opportunities to all students
3. Ongoing support for international students
4. Offering international-related subjects of study
5. Pre-arrival support for international students
6. Staff development activities with an international dimension

## 7. Local / regional community partnerships with an international / intercultural theme

This list reflects very closely the emphases in the Corporate Plan and internationalisation strategy, with the main focus being on offering an international experience for all (especially via curricula). The sense that this is a student-focused institution comes through loud and clear.

### 7.2 Interpretation, vision and leadership

One observation worth highlighting at the outset is that, in the course of the five interviews, the University's (short and focused) mission statement was quoted in full or in part on five occasions. According to this, Institution C "is striving to be a world-class regional university, with world-wide horizons, using all our talents to the full". It was clear that the institution seeks to align its priorities with this vision, and that many staff know the statement by heart and actively embrace it. A further point worth highlighting is the remarkable level of consistency in terms of interviewees' interpretations of internationalisation and approaches to its development. One might almost have been tempted to think they had rehearsed their responses, but, having not seen the questions in advance, this would have been impossible. However, you could argue that the responses **had** been rehearsed in the sense that the institution had encouraged explicit discussion of the role of internationalisation, which meant that staff shared a common understanding. It was this that came across in the interviews.

Taking a step back from the mission (which is more commonly referred to as a vision), it is interesting to explore Institution C's primary motivation for internationalising – and its interpretation of this term.

There is a strong ethical motivation (this word was mentioned numerous times by interviewees). SM1 referred to his inaugural lecture where there was a focus on ethics. This was backed up by appointments to professorships in Ethics, and the recent creation of a new School of Applied Global Ethics. IO1 commented that "if you look at the people who are driving this within the institution, they all have a strong ethical view". There is a clear sense that the institution is internationalising because it is the right thing to do and because it would be neglecting its responsibility as a university if it did not.

SM1 drew a parallel with widening participation:

We've been involved in widening participation since before the Government knew what it was. We're not doing anything because the Government said so,

we're doing things because we're an autonomous institution with values which connect to the wider world.

Looking at this from a student-focused perspective, BS also brought it back to values:

For me it's about two core issues:

- 1) Anyone going into today's business world must respect and value people from other backgrounds in order to succeed. It's therefore important that the curriculum has an international dimension.
- 2) It's also important that this happens through personal development. We have a responsibility to make students explore values and ethics. It's about the individual learning to engage.

When asked what he understood by "internationalisation" (in the HE context), IO1 also looked at this from the student perspective, describing it as:

The process whereby an institution transforms its activities to provide an education which is internationally focused for all its students, including experiences with the potential for international involvement beyond the curriculum, and awareness of the global context – global citizenship if you like.

SM2 stressed that:

It's equally important for UK students – and all of our academic and support staff – to have an international ethos as for our international students. We engage in what we call values-driven or ethical internationalisation.

The shared understanding of the rationales for and aims of internationalisation at Institution C maps closely onto the broader internationalist values explored in Chapter 1. It is also clear that staff recognise it as an ongoing transformative process. This is made explicit on the university website, which includes an interesting "A-Z of Shared Expectations". The key-word under "I" is "International" and the first section of the entry reads:

[Institution C] expects and develops world-wide horizons in our students and staff. Such internationalism comes from the continuous process of internationalisation, of integrating global and intercultural perspectives into all that we do. This is much more than simply recruiting international students, although that is an invaluable part of the development of our increasingly international community.

SM1 and others explicitly state that they are not interested in the financial returns of internationalisation. SM1 sees the VC's role as:

To align everything, the values, the vision, the structures, the lived experience, the curriculum, the extra-curricular opportunities. So, while I've wanted to know the facts – how many students we have from how many countries – I've not shown any interest in the financial side of that.

No distinction is made by SM1 between non-EU (overseas) and non-UK EU students. IO2 acknowledges the contribution of fee income, but sees it as a means to an end:

We bring in money via international student fees but we need to consider how the students should benefit from this income – adding to the bottom line is not sufficient: it needs to be pumped back into the broader internationalisation agenda.

It is also worth noting the links made between the international agenda and the regional one (so prominent in Institution C's vision). As SM1 put it:

There are two elements in [the vision] which relate to the world. One about being very good at being a regional university and the other about having these global perspectives.

He observed that:

We have students who were born and brought up in [our county] but who are identified with parts of South Asia and I think it's very important that we have people who are from India and Sri Lanka and Pakistan and Bangladesh studying alongside [them].

The 2005 London bombings (which had taken place only the week before the interviews) and, in particular, the role of British Muslims, were mentioned by several interviewees as lending even greater urgency to the need for the development of global perspectives via (amongst other things) the internationalisation of UK universities.

Institution C's international vision and the activities underpinning this are quite clearly driven from the very top. However, it is important to stress that SM2 (not then in the role of International Dean) was already developing a broad-based internationalisation strategy (moving away from a focus on student recruitment) before the new VC arrived in 2003. Clearly the change in leadership provided a catalyst for extremely rapid progress, but the new direction was one which was already emerging. IO2 observed that: "There's a University-wide management lead on this issue and we seem to thrive with this approach – unlike maybe many old universities". The idea that this particular approach works better in institutions with a managerialist culture will be explored further. What is significant is that, in Institution C, the strong top-down steer, and the constant repetition and discussion of the vision and its associated values, seem to have led to a shift amongst staff from cynicism (when the institutional focus appeared to be about

generating income via international student recruitment) to engagement, now that the scope is broader, focusing on the ethical imperative and the educational experience of all.

### **7.3 Strategy development – the big idea**

Although the internationalisation strategy predates the Corporate Plan, it is the latter that drives all decisions and activities within the institution, so it merits close scrutiny. All the more so, because there is remarkable alignment between institutional vision and values, its Corporate Plan, the International aim within that plan, the internationalisation strategy and, ultimately, practice on the ground.

In the ten paragraphs which make up the VC's Foreword to the Corporate Plan, the following words or phrases are used the number of times indicated in brackets: world-class (7); world-wide horizons / broadening horizons / global perspectives / across the globe (7); diversity (3); international / internationalisation (3); ethics / ethical (2); language (1).

There are ten broad aims in the Plan, each described using a shorthand term. Aims one to four are very student-focused. The shorthand description of the fifth aim is 'International'. Written out in full, it reads:

To develop students' international opportunities and global perspectives, ensuring that an international, multi-cultural ethos pervades the university.

It is also worth mentioning the tenth aim whose shorthand description is 'Sustainability', since this aligns itself with the ethical dimension already highlighted. The permeation of concepts related to internationalisation within the Plan is such that the body of the text (**excluding** the VC's Foreword and the text relating to the International aim) mentions international / internationally (6), diverse / diversity (6), world-class (3), ethical (3) and European (1).

The International aim is supported by three general Objectives, each with three key Outcomes and three key Actions.

Objective 5.1 (Internationalisation) is: The international experience of all students will be enhanced.

Objective 5.2 (World-wide experiences) is: Introduce global perspectives into all aspects of the University's work.

Objective 5.3 (World-wide horizons) is: Staff capability and international experience will be developed to support internationalisation.

However, the “big idea” itself is perhaps less tangible than that of our other two case study institutions. It is more about developing an ethos than it is about embarking on a new initiative. One might argue that, as a latecomer to internationalisation, Institution C is starting from a different place: a suggestion which will be explored in Chapter 8.

Drilling down from the Corporate Plan, the Internationalisation Strategy (2004-08) starts out by defining internationalisation and relating it to Institution C’s values. The International Aim from the Corporate Plan is cited, with the following commentary and breakdown:

To achieve this aim, our focus has become much wider than simple concentration on international recruitment and encompasses six inter-related areas:

- i. Internationalising learning, teaching and research
- ii. Enhancing the international student experience
- iii. Enhancing the international experience of home students
- iv. Developing and fostering international partnerships and alliances
- v. Developing staff capability for internationalisation
- vi. Effectively recruiting international students

Each area is explored briefly in turn, followed by short sections on delivery and risk management.

Before examining how the internationalisation strategy links to other strategies and how it is delivered, it is worth reporting on its genesis and original purpose. SM2 was involved from the outset, having been asked in 2000 to undertake some research across the institution on “the international role of the University”, which (at that time) focused on recruiting more international students.

I remember that 75 recommendations emerged. Functions related to the international agenda were spread right across the institution... The proposals to bring it all together met with very mixed responses from the Deans, but there has been a massive change since then.

This change was catalysed by the arrival of the new Vice-Chancellor in September 2003, and the establishment of the International Faculty and International Dean role. SM2 explained:

The Internationalisation Strategy was written in November 2003 and you’ll notice that it’s not really a strategy (in that it doesn’t have objectives etc.). It was called a strategy to give it status, but it was designed to be something that would win

hearts and minds, which was what was needed at the time. It was written so that nobody could object to it – there was deliberately an element of motherhood and apple pie – and to form the basis for cultural change. I think that now we've got to the stage where we **do** need a proper strategy. We're not having to persuade people as much any more.

When probed about the linkages between the internationalisation strategy and other university strategies, SM2 remarked that, because the Corporate Plan was discussed at Senior Executive Team meetings most weeks, "significant advances have been made just by making connections across objectives". For example:

Our Assessment, Learning & Teaching Strategy includes a whole section on global perspectives in the curriculum and on internationalisation more broadly. The cross-cultural capability work also comes through. As each strategy is reviewed, internationalisation comes through in it more strongly.

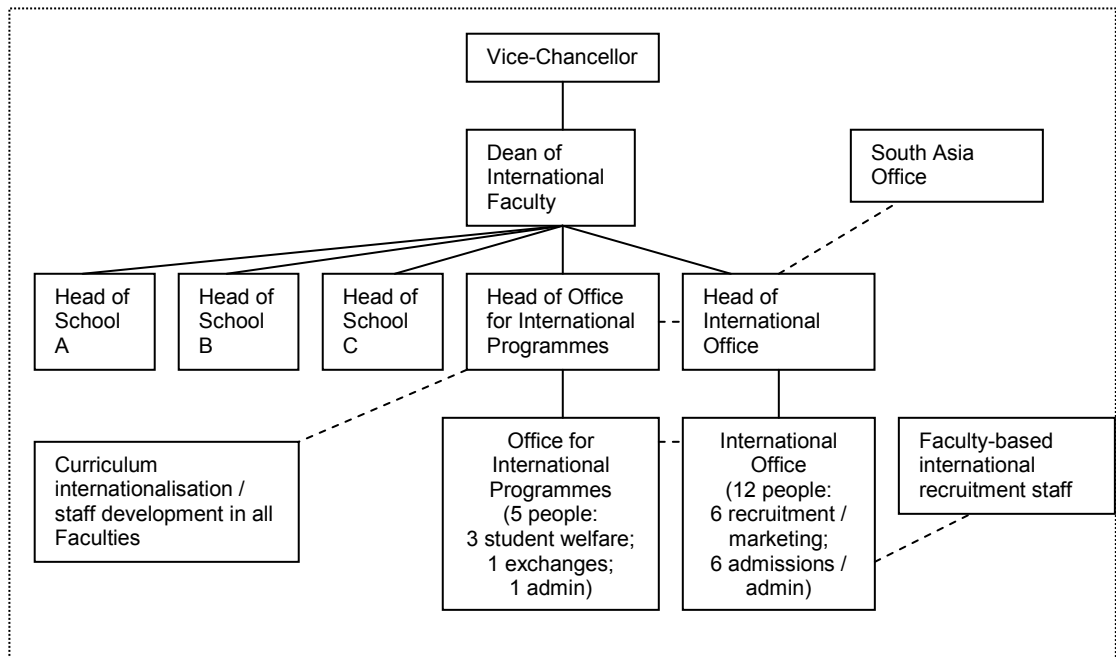
It was of interest that most of the examples of linkages related to the student dimension (both learning and the broader university experience) and it was acknowledged that this was the primary focus of the internationalisation strategy. This is logical and consistent, given the spirit of the Corporate Plan itself. When conducting interviews at Institution C, it was evident that this Plan provided a firm foundation for development. As one interviewee put it: "The Corporate Plan is being used very aggressively within the University to drive everything else".

#### **7.4 Staffing, structures, policies and processes**

The innovative organisational structure used to help drive internationalisation at Institution C is worth exploring. An overview is given in Figure 16.

The academic and support elements of the Faculty are co-located in the same building and cooperate closely. Most other faculties (of which there are six) have smaller international office functions embedded within them, though the International Faculty retains lead (cross-institutional) responsibility.

**Figure 16** - Institution C organisation chart showing position of International Faculty



It is, however, interesting that interviewees tended to believe that structures, policies and processes, although helpful, were less crucial than having the appropriate leadership, people and ethos, and engaging in actions which clearly demonstrated that ethos. As SM1 put it:

[P]eople will pick up exactly the terms of the aim ‘ensuring the international, multi-cultural ethos pervades the University’ not by a load of boring documents which you print off the internet, but it is important that you get the flavour of diversity, internationalism from things like the graduations, the prospectus.

SM2 felt that the VC had played “a galvanising role” and the importance of having the right people in place was echoed by IO2:

The structure we have, which brings together academic and support services within a faculty, works well here. But different methods of organising an institution can be successful, providing you have the people right. The ‘big idea’ here is to have Lead Faculties – it has the characteristics of a managerialist approach but that works in this kind of institution.

It is worth exploring in some detail the way the Lead Faculty concept works. The idea is that, although there are some central support services that sit squarely at corporate level, there are others which are embedded within specific faculties. One example is the University’s business start-up function which is hosted by the Faculty of Business & Law. The Faculty has to take University-wide responsibility for the function in question, working closely with colleagues across the institution. The International Faculty is the



Lead Faculty for international activities. However, in this case, the creation of the Faculty came about in an unusual way. SM1 explained its genesis as follows:

[W]hen I was approached about the job at [Institution C], I was interested in what was happening with the international agenda and, in the year before taking up post, people referred me to [SM2]. When I arrived, people talked about “the Deans and [SM2]” which was interesting rhetoric, which suggested that there were these leading academics and faculties and then there was the chief of the international division who was perceived as somehow at the same level but not with the title, so within my first month or so I decided to call [SM2] the International Dean. We then tried to build the faculty around that which was, I think, unpopular with the people concerned at the time. [SM2]... was responsible for the Centre for Language Studies and the International Office. I could see that there were three themes that could obviously form part of the International Faculty, the third being a School of Tourism, Hospitality and Events. So I drew that out of another Faculty and added it to the other two strands to create the International Faculty and, even though the International Office was perceived by some to be a support service, it was very much part of that and there are parallels to what we’ve done elsewhere in the University. The Languages could be seen as a “pure” (if you like) subject of study and Tourism could be seen as a more commercial one. If, somewhere in between, you create this new School of Applied Global Ethics, then it all coheres.

SM2 described the practical benefits of this unusual structure:

The advantages of having an International Faculty are that it gives the Dean the authority to work effectively with other Deans. Because the marketing / recruitment aspect of our international activities is embedded within an academic structure, it has more credibility – and it means that our IO staff have an understanding of academic issues...There’s a clear notion that anything with an international dimension comes to this Faculty. The disadvantages that occasionally manifest themselves are the perception that “it’s not my job” (because the International Faculty deals with that)... I can see that, to the outside world looking in on our structures, it may appear that no other part of the institution is “doing international things”, but I think that’s a relatively small price to pay.

For both IO1 and IO2, the organisational set-up seems to work well and they compare it favourably to earlier structures. The International Office had previously been part of Marketing and IO2 commented that they now need to work harder on that relationship,

that Marketing now has a more UK-centric approach, but that the advantages of being part of an International Faculty outweigh this. Similarly, IO1 remarked that the international student support function had previously been part of Student Services, but was moved into the International Faculty. Contact with other Student Services staff remains good and there is a significant benefit from the fact that the international student support staff are now much more aware of the process of recruitment (a point also made at Institution A).

The division of labour between the International Office (led by IO2) and the Office for International Programmes (led by IO1) is, broadly speaking, that the International Office recruits and looks after international students until they arrive at the University. There's then a "handover" during the Welcome Week to the Office for International Programmes. IO2 observed that the two offices work together seamlessly. "We sit across the corridor from one another. Demarcation is needed only at a tactical level – we're very flexible."

The International Office includes both specialists for student recruitment from specific regions and a small (three-person) admissions function, which makes recommendations to the faculties regarding international applications. In addition to the corporate International Office, there are "mini International Offices" in the other faculties. Many of these are one-person operations, but the Faculty of Business & Law has a four- or five-person team, plus an Associate Dean with responsibility for international development. There is no formal structure for the relationship between the central IO and the "mini IOs", since they are all different.

Because the Office for International Programmes includes not only international student support and exchanges, but also responsibility for progressing the internationalisation strategy through staff and curriculum development, there is considerable need for liaison with academic staff across the institution. A key thrust is the integration of Cross-Cultural Capability (CCC) throughout the curriculum. This is a central plank of the internationalisation strategy and all staff must engage. IO1 has had to work with all the Heads of School on this, with varied responses. CCC is monitored through course review. Schools also submit a report to IO1 each year outlining what they have done in this area, which allows quantity of activity to be measured and good practice to be disseminated. Mechanisms for exploring the qualitative impact were being explored at the time of the interviews. In addition to practical staff development workshops on CCC, seminars are also offered which explore such issues as "What is an international education?".

Engaging with the academic agenda in this way is certainly made easier by being part of an International Faculty, with its associated academic credibility. SM2 provided examples of some benefits of this.

Although, for example, the International Office focuses on recruitment, staff seek out opportunities for collaborative programmes, research links etc. We're involved in setting up business incubators in different parts of the world. With newer researchers at [Institution C], we have a strategy for bringing them into contact with researchers in similar areas who work at our partner institutions around the world. There's also the regional dimension – local companies with international roles.

Research into international education is also encouraged. SM2 explained:

We've just established an internationalisation research group, which is working on evaluating different aspects of the strategy. Initially, it's just within this Faculty. It's amazing but 25 people responded to my initial email and came to the first meeting. We've outlined 10 projects and have teams of academic and admin staff working together on these. The ideal is that the projects are written up as papers which can then be published.

The breaking down of barriers between the academic and administrative functions seems to be unusually successful at Institution C.

A further example of "joining up", which was introduced when the new VC started, is the central authorisation of all international travel requests. Because nobody knew who was travelling where, the VC took on personal responsibility for authorising international travel during his first year in post (around 500 requests), before delegating this to the Deans and introducing a process whereby all travel proposals have to identify "which of the six aspects of the internationalisation strategy they address". Because all such proposals have to go through the International Faculty, this enables connections to be made so that, for example, IO1 can contact staff due to travel to particular countries and let them know of initiatives or institutional partnerships which exist there. A further element in this process is that staff have to send an "International Reflection" to the International Dean on their return. This is used on Institution C's website, where there has been a daily International Reflection posted since September 2003. This is deemed to work well, both for internal and external awareness-raising. Indeed, SM1 believes that it is "the single thing which has made the biggest difference to international awareness within the University", and he always tries to respond personally.

He illustrated the benefits with a recent example:

So we had one this week by the Cleaning Supervisor here who is of Polish origin and has been teaching pupils at [X] Grammar School which would traditionally have turned up its nose at a university which wasn't a Russell Group research institution. Their youngsters are going to Poland and she's teaching them a few words of Polish, something about the language and culture... [T]hat doesn't do anything to bring in fees, but it does create an atmosphere.

The impression given during the course of the interviews was that, although there are certain quite concrete levers to encourage particular behaviours, they work because there is a shared understanding of **why** those behaviours are important, rather than because the processes themselves are a university requirement.

### **7.5 Practice on the ground and internal buy-in**

At Institution C, practice on the ground appears remarkably consistent with the overarching internationalisation ethos. Within the International Faculty, staff offices often have the six internationalisation priorities pinned to the wall as an *aide memoire*. As IO2 put it:

Turn back the clock a few years and it was all about priority number 6 (international student recruitment), but now it's about all six to a greater or lesser extent.

On the whole, staff buy-in seems impressive, though IO1 acknowledged that it ranged "from fierce resistance to complete conversion and evangelism". He went on to observe:

In the past there has been cynicism about international activity – the notion that it's 'difficult students' being brought in to generate money. However, it's now looked at very differently. There's buy-in to the educational and ethical dimensions – real engagement. There's been a shift from talking about Home / EU and overseas students to a description of all non-UK students as 'international' without differentiation according to fee status – much more inclusive.

The interviews did not yield any evidence of "resistance", though it seems reasonable to assume that there must be parts of the institution where this prevails. There was, however, acknowledgment from BS that internationalisation can present challenges to staff:

At grass-roots, individual level, there's more work as we have more international partnerships, and inevitably people sometimes react emotionally to this, even if they can grasp the benefits intellectually.

There's a recognition that international markets have changed and that there is a need to work in partnership with institutions in, say, China and India, which the Faculty of Business & Law has embraced, delivering various programmes overseas via the "flying faculty" model. One of the challenges of this is that "staff have to be developed to deliver as effectively overseas as they do at home". A difficulty sometimes experienced at other institutions, namely that staff lose interest after a few months of regular long-haul travel, does not seem to be an issue at Institution C (at least for the time being):

As for staff having to travel frequently, we have enough who are keen at the moment. They value the cultural experience.

This enthusiasm was echoed by IO2 and linked to a sense of vocation:

There's an element of vocation about working in an International Office. It's all about dealing with people's futures. I've never worked as hard / long hours as I am now, but I thoroughly enjoy it.

One reason for the sense of forward momentum when it comes to the internationalisation of Institution C is, perhaps, that results are already starting to show in terms of the types of students and staff attracted to and emerging from the University. When asked what he considered the main benefits of internationalisation to the institution, IO1 proposed:

- 1) We are experiencing a widening of the world view of staff and, hopefully, students
- 2) We are starting to see students emerging with greater tolerance and engagement
- 3) We are becoming a more attractive institution for students who have this predisposition
- 4) Amongst staff working in this area, there's an enormous sense of community.

When pressed to come up with a disadvantage, the only one that he (and others) could think of was increased staff workload.

Coupled with this impressive level of staff commitment, there are specific initiatives which have made a difference to practice on the ground. Some are about achieving clear focus when it comes to the nature of Institution C's international engagement (it can't go everywhere and do everything). Others are about creating powerful and visible signals of this engagement. In both cases, there is a clear alignment with vision and values.

Concerted efforts have clearly been made over the last few years to join up activities across the institution. The establishment of the School of Applied Global Ethics has led

to exciting new connections, arising from a new set of subject areas (eg. Development Studies, Peace and Conflict Resolution, International Relations). SM2 explained that it “also links in with work across the University on volunteering, on asylum seekers and refugees, on the Global Perspectives Network. So the School will be the focal point for all that kind of activity.”

It is evident from the website and from comments made during the interviews that South Asia and Africa are two world regions where Institution C has sought to draw together its outreach and partnership efforts. SM1 observed that, in his early days, “the thing which came through to me very strongly was how many different people around the University were doing things in isolation but with noble intentions, many of which link to Africa”. Since then, a mechanism has been set up to act as a focus for all Africa-related matters – for bidding activity, information sharing etc. In the case of South Asia, the “joining up” has manifested itself in the establishment of a South Asia office, based in Delhi, at whose 2004 launch there were simultaneous events in India (with potential students, agents, partners etc.) and in the UK (where regional contacts with an interest in South Asia were invited).

The main area identified by interviewees as being less coherent was European engagement. SM2 acknowledged that engagement was patchy and that “we lost direction with lots of our Socrates-Erasmus links in the 1990s. Some European activities (in the Knowledge Transfer area) were going on, but the rush to recruit overseas students overtook that. We lost touch with our EU partners... Certain parts of the institution are engaged in EU policy and strategy, but it’s a bit peripheral”.

IO1 (who has responsibility for Socrates-Erasmus) and IO2 both noted that activity levels were low. Despite the clear institutional objective to broaden the international opportunities available to all students, there is no centralised travel scholarship programme and Socrates-Erasmus has not to date been a priority area. This is in part attributed to the lack of a European Officer and the consequent lack of a knowledge pool regarding EU funding. However, there seem to be more deep-seated reservations. IO1 commented that:

I don’t believe the agenda is about European citizenship any more. Things have moved on and it’s about global citizenship (with European citizenship feeling a bit parochial).

IO2 also observed:

Our reasons for engaging with a broader Europe are less straightforward than our reasons for engaging with, say, India.

There was a sense that, having put in place all sorts of measures to avoid Anglo-centrism, the institution does not want to risk being accused of Euro-centrism, though there is an acknowledgment that, as a European institution, it is important to remain engaged with European partners. The International Office seeks to recruit students from EU countries and recently introduced “Ambassador Packs” for returning EU students.

We ask them to go to their old school, other schools, the British Council, etc. and be our [Institution C] ambassador, which they can put on their CV. We thought about remuneration but decided against it. We do some exhibitions, but we see the big potential coming from working through existing partners. We are seeking to turn some into strategic partners.

Three further tangible manifestations of the international ethos at Institution C relate to the curriculum, international volunteering and graduation ceremonies.

We have already seen how the institution has embraced a range of new, internationally-orientated subject areas and how mechanisms have been put in place to ensure that cross-cultural capability is part of each course. However, the way that the undergraduate business curriculum has been constructed demonstrates the integration of institutional values. This curriculum incorporates four core themes (Globalisation; Ethics / Values; Change & Innovation; and Enterprise), strongly reflecting the strengths and priorities of Institution C’s brand of undergraduate business education.

An increase in international volunteering is an explicit outcome of the Corporate Plan objective on “world-wide experiences”. IO2 picked up on this:

We’ve done a lot more with the volunteering agenda recently. There’s a leprosy project in India. Our Events Management students have been fundraising for it. It gets you to ask questions about the role of a university. Why are we raising money for this? It ties in with the ethics of internationalisation. What does it mean to be a global university?

Graduation ceremonies and other celebrations such as major sporting events are deliberately imbued with an international and multi-cultural ethos. Honorary graduates tend to have a strong international role and reputation, and the ceremonies themselves (both content and presentation) make numerous international connections. SM1 explained that it is about making people think and “it’s all part of an atmosphere that [Institution C] is caught up with being excited by these diverse influences and identities... So what we’re saying there is that our graduations have got to be in keeping with the vision and values”.

## **7.6 The public face**

The public face presented via graduation ceremonies and sporting events seems as important to Institution C as that delivered via its publications. The “just do it” mentality means that actions are perhaps valued more highly than words. There is also a sense that the institution is better at projecting its key messages internally and close to home than it is at blowing its trumpet in a way that raises its profile externally.

It is also worth mentioning at the outset that the distinction between Institution C’s public face and its private face is less clear-cut than with most HEIs (including the other two case study institutions). Because it publishes its Corporate Plan, its Internationalisation Strategy, its other internal strategy documents and even the minutes of Senior Executive Team meetings on the external-facing website, these contribute to its public persona as well as providing an insight into its internal priorities and workings. Of course, there must be plenty of internal debates that still go on “behind closed doors”, but the very fact that so much information is openly available deliberately generates an impression of transparency.

IO1 remarked that “as far as Corporate Identity is concerned, we have a very strong one. There’s been a transformation in practice since the new VC arrived”. Certainly, there is consistency in terms of visual branding, repetition of key messages, focus on events, achievements and people, and a strong sense that the VC is personally “setting the tone” for many key publications and communications. However, the key external-facing publications do not project the international ethos as effectively as it is projected within the institution (eg. via communications with current students or with staff). This was acknowledged by interviewees, who observed that personal recommendation is relied on quite heavily for external promotion.

The International Student Handbook 2004, sent to students pre-arrival, contained a welcome message from the VC and it is clear that he plays a prominent role during the Welcome Week itself. However, compared to other universities, Institution C seems to undersell its welcoming nature. Having said that, great attention is paid to personal communication. IO1 reported that:

If the International Reflection is written by a student from a particular country, or partner institution, or referred by a particular agent, we make sure to draw their attention to the link.



IO1 and SM2 both observed that Institution C was less good at raising its profile via conferences, press coverage etc. SM2 made the following observation:

We're not as good at raising awareness of what we're doing among our competitors, though we're stepping up the profile-building via more frequent conference papers etc.

This goes some way towards explaining why respondents to the national survey did not identify Institution C as an example of good practice in "integrated internationalism". The recent establishment of the internationalisation research group is in part related to this desire for greater external recognition.

In addition to those publications already mentioned, the texts examined as representing the public face of Institution C were its Undergraduate Prospectus 2006 (UGP), its Postgraduate & Professional Prospectus 2005/06 (PGP) and its website (studied in August 2006). It was interesting that no recent Annual Report was available, indicating that this is not used as a key positioning or profile-raising publication.

The imagery in the UGP focuses strongly on people in the university environment and represents effectively the diversity of the community. However, the international nature of the institution is evidenced only by the number of international students and the number of countries represented, rather than by giving a real flavour of its international and multi-cultural ethos.

The main thrust of the prospectus seems to be about building aspirations, encouraging people from all backgrounds to consider higher education. There is a strong student experience and student support focus, coupled with emphasis on employability and regional links. This is undoubtedly in line with institutional values and priorities, but the international theme seems less high-profile and less integrated than one might expect. Despite the general emphasis on employability, little specific attention is given to global employability, notwithstanding clear internal buy-in to this objective.

There is a 6-page section for International Students. This is where the information on international exchange opportunities is located, even though this is equally applicable to domestic students. Like many other UK HEIs, Institution C seems to structure some of its publications in line with its internal structures (ie. responsibility for international exchanges sits within the Office for International Programmes, so the prospectus entry sits within the International Students section).

Like the other Faculties, the International Faculty has its own section in the prospectus. This offers a much stronger focus on global perspectives, but one might be forgiven for thinking (and this was flagged up as a risk by SM2 during the interviews) that little international activity goes on outside this particular Faculty.

The PGP is structured similarly to the UGP and has a comparable “flavour”.

The website seems to have achieved more effective integration of the international ethos than either of the two main hard copy publications. However, this may simply be a question of timing. The publications would have been written sometime during 2004, whilst study of the website was undertaken in 2006. Having said that, one key contributor to the international flavour of the website is the daily International Reflection, which has been in place since late 2003. This can be accessed from the home page, along with other daily reflections: VC Reflects and Research Reflection. These, along with the A-Z of Shared Expectations, go a long way towards demonstrating the values and priorities of the institution.

Within the International Students section of the website, there are regional sub-sections linked to relevant events (eg. opening of the South Asia office) and activities (eg. fundraising for the Indian leprosy project) – with particular emphasis on South Asia and Africa.

In summary, the joining up which takes place internally within Institution C in order to ensure that its international ethos pervades its activities, is less consistent when it comes to the external projection of that ethos (based on the major 2005 and 2006 publications). It may be worth exploring whether the separation of the International Office and the Marketing team, however positive for the integration of international activities within the academic context, has had the side-effect of the international angle being downplayed in mainstream marketing materials.

## **7.7 Progress along the road to “integrated internationalism”**

Institution C has made rapid progress towards “integrated internationalism” over a short period of time and represents an unusual case. This is in part because its approach to internationalisation is an uncommon one in the UK, judging by the responses to the national survey. Its motivation for engaging combines the Social and the Academic, with less emphasis on the Economic and Prestige rationales.

### **7.7.1 Vision**

It has undergone a clear culture change since the days in the 1990s when its motivation, like that of many other post-92 institutions, was primarily financial. This can be attributed to the fact that a new VC with strong views about the ethical role of universities arrived at a moment in the institution's development when it was starting to adopt a broader approach to internationalisation. The progress made between 2003 and 2005 was undoubtedly helped by strong, passionate and hands-on leadership from the top, but was made possible because the direction of travel was already set. The "big idea" in Institution C revolves around promoting global perspectives and global citizenship – for staff, students and the institution itself. A direct line can be drawn from the institutional vision and values, through its Corporate Plan, to its internationalisation strategy and behaviour on the ground. Institution C seems to have concentrated in these early years of its new direction on encouraging its internal community to buy into its international ethos. There is a sense that the managerial culture of the organisation has allowed messages to be repeated and debated again and again until the vast majority of staff buys in. Mechanisms which could be regarded as bureaucratic are sometimes used to get the message across, but the more usual levers for stimulating desired activities and behaviours are cultural and educational. This approach appears to have worked well but is highly dependent on continued strong leadership and a particular institutional culture.

### **7.7.2 Core functions**

The aim of integrating an international or intercultural dimension into all core functions and activities was helped along by the establishment of an innovative organisational unit (the International Faculty), which acts as Lead Faculty and has helped to break down the barriers between the "academic" and "support" aspects of internationalisation. International students seem genuinely to be valued for the diversity they bring, rather than the fees they pay, and there seems to be widespread understanding that the experience offered to domestic students should be as "international" as possible. There is still some way to go when it comes to embedding international opportunities, but a good start has been made with the internationalisation of the curriculum. Less emphasis seems to have been given to the internationalisation of research and enterprise than to education and community-driven initiatives. However, moves to support these areas are being introduced and the emphasis to date has been consistent with the focus of the corporate plan. There is an unusually strong emphasis (for a UK HEI) on "internationalisation at home".

### **7.7.3 Articulation**

Having achieved remarkable consistency of internal communications, Institution C has, by its own admission, focused less effectively on coherently projecting its international ethos externally, whether within the UK HE community or to its numerous other stakeholders. However, given the deep internal commitment to internationalisation, the projection of an image that is consonant with this could easily be achieved. Some of the messages conveyed successfully via the website need to be carried over into other publications and media.

As a relative latecomer to internationalisation, Institution C is in a different position from A and B. Although, like many UK institutions, it focused on international student recruitment in the 1990s, it then made an unusually concerted decision to broaden its approach and make an internationalist ethos a key plank of its new strategic direction. Perhaps because it concentrated on the values and principles underpinning this ethos from the outset, its progress towards “integrated internationalism” has been remarkably rapid, demonstrating that, although a long history of engagement may help, it is not necessarily a prerequisite. This will be explored further in Chapter 8.

## **CHAPTER 8**

### **Towards “integrated internationalism”: recommendations, tools and revised interpretations**

The case studies featured in Chapters 5, 6 and 7 allowed us to investigate three different UK HEIs and their varying interpretations of and approaches to internationalisation. The case study research findings, coupled with the survey results and my own professional understanding of the area under consideration, form the basis for the recommendations and conclusions put forward in this chapter and the next.

The first part of this chapter discusses the most significant commonalities and differences between the case study institutions, deriving from these and other supporting information some key recommendations (or, more usually, questions to consider) for those institutions serious about pursuing “integrated internationalism”. It then goes on to outline some general conditions conducive to successful integration of an internationalist ethos. The second part describes a tool (based on the RPE) which, it is suggested, can support the internationalisation process. The final section proposes an updated definition and interpretation of “integrated internationalism” based on the experience of conducting the research.

#### **8.1 Similarities and variations: recommendations for institutions**

This section offers a brief account of similarities and variations between the case study institutions, using – for simplicity and consistency – those categories adopted in the original analysis. Each category concludes with a series of recommendations and questions to consider, pitched at institutional leaders, policy-makers and / or practitioners. These recommendations and questions are derived primarily from the outcomes of the primary research, but also draw from time to time upon my own professional experience.

The case study institutions are all successful in their internationally-orientated endeavours. They embrace internationalist values in different ways and prioritise different rationales for internationalisation. Their approaches are broadly in line with those rationales, indicating an impressive degree of vertical integration. Since there are so many different ways to embrace internationalism, there are more questions (for institutional stakeholders to ask themselves) than there are clear recommendations. It is worth emphasising that there is no magic formula for “integrated internationalism”, but

there are some conditions under which it is more likely to flourish and some questions which should be considered by institutions embarking on the journey.<sup>1</sup>

### **8.1.1 Internationalisation profiles**

The internationalisation profiles of the three institutions are quite different, with Institution A prioritising the Prestige rationale (**PSEA**), Institution B the Economic rationale (**EPSA**) and Institution C the Social rationale (**SAEP**). The top priority rationales for A and B correspond (according to the national survey) to those of their fellow Russell Group and Post-92 institutions respectively, with B displaying the internationalisation profile which is typical of the sector as a whole. None of the surveyed institutions placed the Academic rationale in primary position and, although Post-92 institutions as a whole placed the Social rationale in second place, institutions placing it in top position were rare. Institution C therefore displays an unusual profile which does not map on to that of any group of surveyed institutions.<sup>2</sup>

Since the case study Rationale Prioritisation Exercise (RPE) seems to reflect accurately the qualitative data emerging from the interviews and documentary analysis – and to be in line with the results of the Activity Prioritisation Exercise (Appendix E), this suggests that it (or a variation on it) may be a helpful tool to provide a quick insight into the dominant rationales lying behind an institution's internationalisation efforts (see 8.2).

### **Recommendations / Questions to consider**

#### **For: Institutional Leaders / Policy-makers**

The case study investigations indicate that time can be saved further down the line if those in leadership positions are clear about institutional rationales for internationalising. It is worth spending some time debating this before embarking on an internationalisation strategy. A tool which aids such discussion is proposed in Section 8.2. This tool can be used to check current situation against future aspirations (determining the gaps needing to be bridged) and to establish whether staff / practitioner views are in line with senior management views (and, if not, those areas where particular efforts to aid convergence should be made).

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<sup>1</sup> The recommendations and questions in this section assume that the institution is either just starting out on the internationalisation journey, or else reviewing institutional strategy and, within that, the role of the international dimension.

<sup>2</sup> As a caveat, it is worth observing that the comparisons made between the profiles of the case study institutions and those of the surveyed institutions may have limited validity, since the mode of data collection (anonymous on-line survey vs. paper exercise conducted as part of interview) and the respondent base (predominantly International Office staff vs. mixture of senior management, IO staff and academics) were both different.

It can also be used to measure progress at regular intervals once implementation of the strategy has commenced.

### **8.1.2 Interpretation, vision and leadership**

With three such different rationales for internationalisation, it is not surprising that the case study institutions yielded different interpretations of this concept. It could be argued that interviewees at Institution A and Institution B tended to focus on listing a range of international activities when asked about their interpretation of internationalisation, whereas Institution C's respondents tended to offer a more "textbook" definition, speaking about developing an international ethos and integrating intercultural or global perspectives into all that the institution does.

It is also worth comparing leadership profiles. Institution A's Vice-Chancellor took up post in 1988, Institution B's in 1996 and Institution C's in 2003. In each case, the VC took office in the same decade that his institution's internationalisation efforts started to be stepped up. According to interviewees (including those who had been at the institution longer than their VC), the increased engagement in international activities (or the change in direction) had already started by the time the VC joined, but gained enormously in momentum when he did so. The case studies demonstrate the immensely important ongoing role played by the VC, but it is significant that this role is initially that of a catalyst. The institutions seemed already to be trying to push back the boundaries, but needed the public support and encouragement of a new VC to take things to the next stage. It seems reasonable to suggest that an internationally-minded prospective VC is likely to be attracted to an institution that is already heading in that direction, rather than one where none of the basic characteristics of an international ethos and mindset are in place.

In our three institutions, the VC's personal commitment and engagement was stressed by respondents. The precise level of hands-on involvement in internationalisation activities seemed to vary between VCs, probably due to individual management style and / or the stage of institutional development. Each had in place a dedicated senior institutional champion for internationalisation (with the word "International" in their job title). The balance of responsibilities between the VC and that person varied. What was consistent was that there was at least one person on the top management team with an explicit remit for internationalisation and a genuine personal commitment.

## **Recommendations / Questions to consider**

### **For: Institutional Leaders / Policy-makers**

It is helpful to consider, before embarking on strategy development, whether internationalism (the advocacy of international and intercultural cooperation and understanding) is a value which naturally aligns itself with other institutional values. Is it sufficiently fundamental to the institution's essence to seek to integrate it throughout policies, functions and actions? If so, the institution can be described as pursuing "integrated internationalism" (via a process of internationalisation). If not, it can still internationalise, but its focus may be narrower and the international dimension may not be as much of a distinguishing feature. The recommendations and questions throughout this chapter assume that a decision has been made at the very top of the institution to pursue "integrated internationalism".<sup>3</sup>

Leaders need to assess the role that the international dimension can play within the long-term institutional vision. Is there scope for an unusual or distinctive twist or a particular emphasis? Is that emphasis in line with the dominant rationales for internationalising?

Leaders also need to identify an appropriately positioned (ideologically and organisationally) senior champion who can drive forward development and dissemination of an internationalisation strategy – and to agree a suitable division of roles with that individual. Would internationalisation be one responsibility among many for them? Or would it be feasible for this to be their primary role?

### **8.1.3 Strategy development – the big ideas**

Direct comparisons between the internationalisation strategies of the three case study institutions are difficult because each offered a different level of access to internal documents.

Although Institution A's International Strategy was not made accessible, it was confirmed that this was the latest in a long line of international strategies dating back to the 1980s. The "big idea" was to replicate its own institution overseas, delivering a fully

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<sup>3</sup> Further discussion regarding the interpretation of "integrated internationalism", leading to a revised definition based on lessons learned during the current study, can be found in 8.3.



rounded UK education in other countries as well as in the UK, and to position itself firmly (via engagement with prestige-orientated networks, political and institutional alliances etc.) as a major UK representative within an international elite of research-led institutions.

The International(isation) Strategies of Institutions B and C took quite different forms. Institution B's was a long document, with a section setting the context, articulating the current state of play and linking international aspirations to the institution's strategic goals. The "big idea" revolved around establishing itself as a multi-national university (one with at least 25% of its income coming from international sources (Van Rooijen et al. 2003)), with bases overseas, significant international consultancy operations and a London "hub" which offers not only full UK-based degree programmes to international students, but also opportunities for multi-country study abroad programmes delivered by Institution B and its overseas partners. The targets associated with these new developments are quite specific.

Institution C's Internationalisation Strategy was short, less detailed and lacking in specific targets. It was acknowledged that it was not really a strategy, but rather a vision statement, designed at the time (2003/04) to win hearts and minds. There was a clear link to corporate aims and objectives. The focus was more on the "students and learning" aspects of internationalisation than on any others (eg. research, consultancy). The "big idea" revolved around ethical internationalisation and the integration of an international ethos into all aspects of the institution's work. Although this emanates from the notion that the role of a university is, by definition, an international one, pushing back the boundaries of parochialism (see 2.1), the particular moral obligation grasped by Institution C is that it would be failing its graduates if it did not equip them to operate in today's multi-cultural environment and to understand the ethical complexities of 21<sup>st</sup> century living.

In very general terms, Institution B tended to focus on "Internationalisation Abroad" much more than "Internationalisation at Home". To a lesser extent, this was also true of Institution A. Both A and B had clear "offshore strategies". C tended to have a more balanced approach to the two strands of activity, with an emphasis on "Internationalisation at Home" atypical of UK institutions as a whole.

Just as the three institutions had different rationales for internationalising, so too did they take radically different strategic directions, each entirely consistent with their balance of rationales. None of them fell into the category of institutions identified in the survey as

having developed an internationalisation strategy which was effectively just another name for an international student recruitment strategy (see 4.2.2.2).

### **Recommendations / Questions to consider**

#### **For: Institutional Leaders / Policy-makers**

The approach taken to development of an internationalisation strategy will depend on whether an institutional Corporate / Strategic Plan is already in place or whether the internationalisation strategy is being developed in parallel with this. If the latter, there is an opportunity for an internationalist ethos and aims to be integrated within the emerging Corporate / Strategic Plan – and for performance measures to include an international dimension. If not, the internationalisation strategy will need to take its lead from existing corporate aims and objectives. The approach taken will also depend on whether an existing international strategy is being built upon, or whether the institution is starting from scratch. Leaders and policy-makers should consider whether institutional internationalisation (or a new approach to it) is at an early stage where the primary objective of the strategy is to “win hearts and minds”, setting the tone for future developments; or whether it is a case of communicating firm internationalisation objectives, with clear targets, based on widely agreed principles and priorities. The best methods of engaging the University Board or Council should also be considered, since they are key stakeholders whose support is important.

The international dimension within the Corporate / Strategic Plan should, of course, be in line with institutional values and with agreed rationales for internationalisation, and this should flow through into the more detailed internationalisation strategy so that there is internal logic and alignment. Policy-makers should consider the appropriate balance between “Internationalisation Abroad” and “Internationalisation at Home”. Analysis of the three case study institutions also indicates that it is helpful to have a “big idea” (whether this is a particular philosophical approach or an innovative new departure) to act as a hook for the internationalisation strategy, making it both distinctive and memorable (without neglecting all the more standard elements that it must also include).<sup>4</sup>

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<sup>4</sup> For a useful *aide memoire*, see Knight 2006, pp.22-23.

#### 8.1.4 Staffing, structures, policies and processes

The organisational structures and staffing of the case study institutions varied considerably, but there are some points of similarity. Apart from having in place a top management “champion” for internationalisation, each institution also had a central International Office. The reporting line, staffing levels, remit and institutional location of this office varied.<sup>5</sup>

Institution A’s was probably the most centralised (and certainly the largest) of the International Offices among our institutions and seemed to have effective lateral relationships with other parts of the organisation. Institution B had the most widely dispersed international function<sup>6</sup>, with some international activities getting “lost” within departments which had a broader focus.

Institution C was unusual in having two parallel offices with different emphases, but the same reporting line, and in embedding these within an academic organisational unit – in this case a special International Faculty with its own Dean – alongside academic Schools. Also unusual was that this Faculty had lead responsibility for the University’s international strategy and its implementation. The co-location of internationally-related functions and academic disciplines appeared to result in useful synergy and a breaking down of traditional boundaries.

It is also worth observing that each of the case study institutions had decided to establish some kind of presence overseas. This ranged from the large-scale (two full campuses and four regional recruitment offices) in the case of Institution A, to the medium-scale (one partner campus and an international study centre) for Institution B, to the small-scale (a South Asia office opened in 2004) for Institution C. The scale of the overseas presence seemed in direct correlation with the length of time the institution had been engaged in internationalising.

The range of different structures supports the argument put forward by interviewees at Institution C that structure is less important than leadership, ethos and having the right people in place. However, it would be reasonable to make certain observations based on the case studies. The first is that those institutions where international student recruitment and international student support are co-located believe that this makes an

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<sup>5</sup> See Figures 12, 14 and 16.

<sup>6</sup> However, it is worth noting SM’s assertion that the establishment of separate offices (eg. International Education Office, International Projects Office) with a specific remit had been used as a deliberate strategy to give the new office the “clout” to act as a catalyst in changing institutional behaviours.

enormous difference to the mutual understanding of both functions and considerably improves effectiveness. The second is that, although the International Office and Marketing functions are separate in all three institutions, the most internationalised marketing communications materials exist where there is a demonstrably close working relationship between the two. The third is that, nowadays, being “international” seems to involve having a physical presence overseas in addition to the internationalisation of one’s own UK campus.

Policies and processes were probably the most difficult area to compare across institutions, since they were irrevocably bound up with institutional culture, which varied enormously.

One example is the different approach adopted by Institutions A and C when it came to corporate oversight of overseas travel. Institution A, with its more collegial tradition, did not aspire to achieve this, but instead offered small incentives to encourage staff to let the International Office know when they were travelling to certain countries. By contrast, Institution C, with its more managerial and corporate culture, centralised the authorisation of overseas travel requests, insisted on a fit with one of the six internationalisation objectives and required a report on each visit.

Each institution felt that incorporating an international dimension into institutional policies was – in most cases – second nature. Institution B acknowledged that some areas required greater intervention from SM in order to make this happen. In all cases, the senior manager with responsibility for internationalisation had a specific remit to ensure that the spirit and objectives of the international strategy were supported by other institutional policies and strategies. Interestingly, Institution B was the only one to mention an objective within its HR policy to internationalise its staff base.

Institutions A and B both had a formal International Committee at institutional level and all institutions boasted some kind of regional interest groups, bringing together staff with a particular interest in the world region concerned. Institution C had gone the furthest in terms of incorporating global perspectives and cross-cultural capability within its Assessment, Learning and Teaching strategy, and requiring staff to undertake staff development in this area. Institution A, by contrast, felt that this was the preserve of academic Schools, though there was an expectation that an international dimension would automatically be integrated within curricula.

In some ways, Institutions A and C embraced a similar overarching philosophy towards policies and processes. Both felt that it was much more important to encourage deep staff understanding of and buy-in to an international ethos than to develop detailed policies and procedures on paper. However, the maturity of Institution A's internationalisation efforts, coupled with its collegial and research-led culture, meant that it really did not worry too much about internationalising its policies and procedures, instead relying on the innate international orientation of staff. Institution C tended to take a pragmatic approach, seeking to inculcate the international ethos amongst staff, but helping this process along by introducing some quite strict mechanisms in priority areas. A key tenet of its approach was that "actions speak louder than words", with the result that living out international values in day-to-day activities was a favoured tool for embedding them. Institution B seemed to adopt a less strategic approach, with policies and processes to enhance internationalisation in place in some areas, but more informal mechanisms relied upon in others.

### **Recommendations / Questions to consider**

#### **For: Institutional Leaders / Policy-makers / Practitioners**

Some questions to consider are whether the current International Office (if one exists) and other relevant organisational units are appropriately constituted to deliver the strategy, and whether responsibilities are appropriately shared between them. Organisational culture and the maturity of internationalisation developments will have a bearing on the most effective solution. Is it appropriate to centralise all international functions? Or to establish new units with specific remits to act as catalysts for change in particular areas? Should the International Office be restricted to international student recruitment (and, if so, does this include EU (non-UK)?) or, based on the evidence of our case study institutions, should it also incorporate international student advice and support? Should it be broader still and have responsibility for activities which traditionally fall within the academic sphere such as internationalisation of the curriculum? Do existing staff have appropriate skillsets and resource levels? How should the international function(s) interface with Faculties / Schools? And with other professional / support services such as Registry (regarding the Bologna Process for example), the Commercialisation function (regarding international consultancy projects), and Marketing (regarding internationalisation of marketing communications)?

What plans are there to develop / enhance the institution's presence overseas? Are these relatively small-scale (eg. an outreach office for the purpose of building

institutional relationships and recruiting students) or much larger-scale (eg. a full branch campus)? Who will have responsibility for (a) project planning and (b) ongoing management? Is the in-house infrastructure robust enough (and well enough resourced) to manage this?

What committee structure is most appropriate to further international developments? A standard “model” seems to be to have a senior strategic group at corporate level with links to regional interest groups and to Faculty / School-based international groups. These are supplemented by other institution-wide groups at strategic level (including, potentially, Board / Council or external members) or operational level, dealing with specific international developments or functions.

What level of corporate oversight and management of international activities is required (this will depend on organisational culture) and what policies and processes can support this? Policy-makers will need to consider the appropriate balance between encouraging behaviours by building an international ethos, and formalising those behaviours via policies and processes (eg. an HR policy that seeks to build the international staff base or reward staff for international engagement; or a course development process that requires all new courses to demonstrate an international dimension). In some functions (and cultures), the first method will work; in others, policies and processes are essential. Practitioners will need to consider how best to operationalise these.

#### **8.1.5 Practice on the ground and internal buy-in**

This section focuses mainly on the operational challenges common to all three institutions, since these may provide an insight into wider challenges for UK HEIs engaging in an internationalisation programme.

All staff involved in international travel for their institution recognised the challenge of balancing this external dimension with “the day job”, whether that be undertaking research, teaching or devising country marketing plans. There was a distinction between those for whom international travel was an integral part of their role, who tended to thrive on this challenge, and those (mainly academic staff asked to teach overseas) who saw it as an added burden which, in the worst cases, could jeopardise career progression.

Another activity area where all three faced similar issues was the struggle to facilitate outward mobility for domestic students. All wished they could find effective ways to increase numbers. Each planned to make a concerted effort over the coming years, though only a few concrete measures were articulated (eg. recognition of international volunteering by Institution C; a stronger emphasis on internal promotion of international opportunities by Institution A).

A further area where all thought they should engage more proactively was the Bologna Process. Each felt that its engagement was peripheral, rather than central. Institution B was at least an active member of European institutional and professional networks, but none of the institutions felt it was doing enough. This was normally attributed to the fact that the UK as a whole was dragging its feet and, compared to the rest of the country, the case study institutions were reasonably well-advanced.

Staff buy-in at the three institutions was judged mainly on what was reported by interviewees themselves and on the level of consistency between interviewees from the same institution (in particular, between the Business School academic (BS) and the spokespeople of the “official international line” (SM and IO)). The observations below are therefore tentative, since they are based only on a partial picture. A more systematic investigation of staff attitudes would undoubtedly yield more nuanced results.

At Institution A, there seemed to be buy-in in terms of acceptance that any 21<sup>st</sup> century education should have an international dimension. However, there was a marked (and acknowledged) discrepancy between BS’s approach to internationalisation (which seemed predominantly economically driven) and SM’s / IO’s. BS articulated reservations about whether elements of the institution’s international strategy (ie. delivery of its programmes on campuses in South East Asia) were consistent with its fundamental mission as a university. Practical concerns were also voiced that recent developments left staff with less time for research and resulted in the institution being in competition for students with its own overseas campuses.

At Institution B, interviewees acknowledged that institutional internationalisation objectives (and rationales) were sometimes poorly understood or misinterpreted. There was concern on the part of BS that some international ventures (eg. in Central Asia) were unwise or, worse, smacked of neo-imperialism, whereas SM saw these as fulfilling the institution’s social mission through capacity-building work which was effectively a loss leader in financial terms. BS also reported that some staff perceived top management concerns to be primarily financial, with the finer nuances of **why** it was

important to internationalise being lost. The underlying philosophy of SM, IO and BS seemed similar, but lapses in internal communication across a large and fragmented organisation had led to crossed wires.

Institutions A and B both, in their own way, display traits which are typical of universities as organisations. In the former case, we appear to have a situation where those at grass-roots level understand the strategy of senior management, disagree with it on an intellectual level, but ultimately just get on with their jobs. In the latter, we appear to have a situation where those at grass-roots level have somewhat misunderstood the strategy of senior management (and therefore gone off on a slight tangent) but would probably buy into it with further explanation.

Institution C seemed atypical in the sense that staff genuinely appeared to buy into the internationalisation priorities and agree with the importance of generating an international ethos. The similarity of views between the five interviewees (and the frequent referral to the University's vision statement) was almost uncanny, given that we were in a university, not a commercial organisation. Although one interviewee spoke of some resistance to the internationalisation agenda, it was clear that most staff had changed from cynics (when the focus had been on international student recruitment) to converts (now that the underlying focus was educational, social and ethical).

### **Recommendations / Questions to consider**

#### **For: Institutional Leaders / Policy-makers / Practitioners**

Some of the innovative practice demonstrated by the case study institutions is highlighted within Chapters 5, 6 and 7. However, what is appropriate for a specific institution will depend enormously on its stage of development, its dominant rationales and its strategy, including the "big idea" underpinning this.<sup>7</sup>

Achieving internal buy-in is a challenging (and often neglected) element of internationalisation. The tool outlined in 8.2 can be used to check whether staff / practitioner understanding of the dominant rationales for internationalisation corresponds with that of leaders and policy-makers. This has the potential to flag up discrepancies, indicating areas which may need to be addressed – or even categories of staff where the gulf in interpretation seems greater. Leaders and policy-makers will need to determine whether such discrepancies are a simple

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<sup>7</sup> A useful checklist of activities, divided into Internationalisation Abroad and Internationalisation at Home is provided in Knight 2006, pp.27-28 (and reproduced in Koutsantoni 2006a, p.11).



matter of crossed wires, which can be resolved via dialogue, or whether more fundamental (eg. ideological) differences exist. Either way, the most successful recipe for achieving staff buy-in seems to be regular and open debate about the institution's interpretation of internationalisation and the link between this and institutional (especially academic) values.

Whether this is done through staff development, regular “roadshows” by senior staff, debates within Faculties / Schools / Departments etc., will depend on the nature of the organisation. Simple electronic newsletters from the International Office, outlining operational activities, can supplement top management communications designed to reinforce the international ethos. Policy-makers should also consider whether other incentives are appropriate to encourage staff buy-in to particular initiatives (eg. funding to undertake student recruitment activities when in a specific country; or recognition of time spent teaching overseas – either financially or via career progression opportunities).

#### **8.1.6 The public face**

The three institutions had different approaches to projecting their international dimension externally. Institution A's key publications (prospectuses and annual report), though visually somewhat unexciting (lots of pictures of buildings), were by far the most successful in integrating the international dimension throughout their text. It did not feel like an “add-on” but, rather, an integral part of what the institution was about.

This is in contrast to Institution B and, to an even greater extent, Institution C, whose prospectuses, though using lively imagery of culturally diverse individuals, were written and structured in such a way as to relegate most points relating to the institution's international dimension to the separate International Students section.<sup>8</sup>

Like many institutions, they seemed to structure their prospectus along the lines of the institution itself: because “international matters” (including outgoing exchanges) are dealt with by the International Office, they sit within the International Students section of the prospectus, which feels bolted onto an otherwise UK-focused publication. This implies that marketing communications staff have not fully grasped the fundamental importance of the international dimension to the institution's identity, resulting in a

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<sup>8</sup> International elements were significantly better integrated into the web presence of both institutions, particularly Institution C.

discrepancy between the institutional vision and the projection of that vision to the outside world.

### **Recommendations / Questions to consider**

#### **For: Institutional Leaders / Policy-makers / Practitioners**

Time should be set aside to consider how best to project the institution's international vision to the outside world. On one level, leaders, policy-makers and practitioners all need to develop strategies for "banging the drum" and reinforcing the key messages about their institution's approach towards (and success in) "integrated internationalism" – via conference presentations, media engagement, involvement in national working groups etc. This serves to raise profile at sector and national level – and potentially internationally.

Equally important is the integration of an international dimension (in line with institutional values, rationales and priorities) into all external communications and publications – electronic and hard copy. Practitioners should work closely with those producing marketing publications to ensure that the ethos of internationalism (conveyed by both words and images) pervades the whole publication and speaks to **all** its readers, rather than merely having an "international section" which seems to address only one stakeholder group (normally international students).

#### **8.1.7 Conditions for success**

As observed at the start of this section, all three institutions demonstrate considerable success, albeit in very different ways. There are doubtless other institutions in the UK which can make similar claims of success. However, there are certain conclusions that can be drawn from this research regarding the conditions under which "integrated internationalism" is inclined to flourish.

One observation is that, although institutions with a long track record of international engagement may be at a natural advantage, having often built a robust raft of international activities from the bottom up, it does not seem impossible for a relative newcomer to the international scene, who has made a definitive and informed choice to focus on this dimension of its institutional personality, to make rapid and impressive progress.

There may actually be an inherent advantage in being the latecomer, as one can piggy-back on predecessors' successes and learn from their mistakes. However, the disadvantage is that it becomes more difficult to differentiate one's institution. It seems that those institutions deemed to be internationalising successfully have a very clear (and often unusual) international vision which distinguishes them from their competitors. However, niches such as "the first UK institution to have established two full overseas campuses" or "the only institution to have won the Queen's Award for Enterprise twice running" are not easy to come by. And, of course, an institution's chosen niche must be in line with its existing strengths and its overarching vision and philosophy. It was a smart move on the part of Institution C not to try to compete in a crowded sector on the basis of boosting its international prestige or increasing its international income. Instead it opted for a road less travelled by grounding its internationalisation philosophy in social and educational values.

As indicated in Chapter 2, most institutions start off with an activity-based approach to internationalisation, with a more strategic approach developing only gradually over time. Similarly, it is more usual to tackle the task of horizontal integration (across functional areas) before taking a step back and recognising the need for vertical integration ("the permeating ethos which runs consistently through vision and values, governance and policies, structures and processes, programmes and activities" (Lewis 2005, p.2)). Ideally, a strategic approach, including vertical integration of the internationalist ethos, should be adopted at the outset. However, in the real world, this rarely happens. Activities often become internationalised on a piecemeal basis, slowly gathering momentum and impact until one day it is clear that internationalism is a fundamental institutional value.

Although a lot can be achieved from the bottom up, activity by activity, the step-change only comes when there is true alignment of institutional vision, values, strategy, policy, activities (and external projection of all these). For Institution A, this alignment seems to have taken place over decades; for B, it is still in progress; whereas Institution C is unusual in having adopted a strategic, vertical integration approach at an early stage of its internationalisation process. Cutting straight to the chase in this way is a strategy that would appear to be dependent on strong leadership and work best in a managerial organisational culture. It is a brave and direct approach, exhibiting a willingness to stand apart from the rest of the sector.

In summary, it is possible to work towards "integrated internationalism" over either a long period or a short one, adopting an activity-based approach, which gradually

becomes more strategic, or opting for a more strategic approach from the outset. Clear vision and leadership are essential, whilst structures and policies are more likely to be facilitatory. Achieving full institutional buy-in is possibly the most challenging element of “integrated internationalism” and is often neglected.

## **8.2 Useful tools to advance “integrated internationalism”**

As previously observed, the road towards “integrated internationalism” normally includes the following ingredients:

A leader who embraces internationalist values and articulates these as a key plank of the institutional vision;

Plus:

Effective integration of these values within the institutional community via a process of internationalisation which is fully aligned with the underpinning values.

The first step towards such alignment is consistency between those underpinning values and the rationales driving institutional internationalisation. The usefulness of the RPE at both survey and case study stage, when it came to making a quick assessment of an institution’s balance of rationales, sparked consideration of whether it could be adapted for use by individual institutions pursuing “integrated internationalism”, as a tool to support initial exploration of institutional rationales by different constituencies and for different purposes.

Before developing the RPE in this way, some refinements were needed, based on the experience of using it for research purposes.

### **8.2.1 Refinement of Rationale Prioritisation Exercise (RPE)**

Details of the original exercise used can be found at Appendix D, with a full explanation of the thinking behind it provided in 3.2.2. To recap briefly, it involved the allocation of 20 points across four statements which represented the four main rationales for institutional internationalisation, resulting in the establishment of a “balance of rationales”, which could be summarised via an “internationalisation profile”.

In the course of the research, it was decided to change the designation of the first rationale from Political to Prestige. As outlined in Chapter 2, the motivations encompassed within the original Political rationale worked at national level, but were less applicable at institutional level. Knight’s own recent deliberations appear to

resonate with this view (Knight 2006). She also highlights the growing importance of profile and reputation (accelerated by the increasing use of international league tables). My own professional experience indicates that this is a key motivation for internationalisation in the UK HE sector, leading to the redesignation of the original Political rationale (used in the survey analysis) as the new Prestige rationale.<sup>9</sup>

Other adjustments, in light of experience, were made to the statements representing the four rationales. Any alterations were because the original statement did not quite capture the breadth or depth of the rationale concerned, resulting in potential gaps in the spectrum of possible rationales currently in play within the UK HE sector.

The revised statements to be used as proxies for the revised set of institution-level rationales for internationalisation (changes highlighted) are:

**Statement A (Prestige)**

My institution is concerned with enhancing its international profile **and reputation** as a world class institution

**Statement B (Academic)**

My institution is concerned with **ensuring that a global outlook permeates all areas of academic activity – from research to the curriculum**

**Statement C (Economic)**

My institution is concerned with generating significant income from international sources

**Statement D (Social)**

My institution is concerned with equipping all its students and staff **(and the institution itself) to make an effective and informed contribution** in a world where borderless careers and cross-cultural interaction are the norm<sup>10</sup>

### **8.2.2 Application of RPE for internationalisation strategy development**

It is proposed that the RPE could provide a useful tool not only for assessing broad sectoral trends (as it was used in the survey), but also for practitioners to test the state-of-play at their own institution.

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<sup>9</sup> Although the proxy statement itself was the same as used in the survey, the analysis at case study stage used the term Prestige, rather than Political.

<sup>10</sup> The revised RPE is provided at Appendix G, along with an explanation of the changes that were introduced to the original statements.

It is strongly recommended that it should be integrated into the process of developing an internationalisation strategy, ideally used at the outset to clarify rationales for engagement and, in particular, any gaps between aspirations and reality which might help to inform strategy development. There are other potential uses (or timings), which will be touched upon. A suggested process is as follows:

- 1) Select coordinating team (for the RPE) and identify a relatively small number of key individuals with responsibility for setting the institution's approach to internationalisation. These need to include those familiar with the overarching strategic direction of the institution, in particular the VC, but should not exclude other senior staff with a range of remits (including internationalisation).
- 2) Ask the key individuals to complete the RPE.<sup>11</sup> If this assessment of institutional internationalisation rationales is being undertaken at the start of strategy preparation or as an element of strategy review, it may be helpful for participants to be instructed to complete the exercise once to reflect the current balance of rationales, and a second time to reflect the desired balance of rationales at the end of the strategic planning period (or even further ahead). This will help to determine the areas where there is the greatest gap between current drivers and future aspirations. Participants should be instructed that the future rationales should be chosen to reflect the core values which are envisaged to characterise the institution in the years ahead.
- 3) If desired, a useful additional exercise is to repeat the RPE with a wider group of staff (including those working at operational level – both academic and non-academic – and in roles not directly connected to the international agenda). This will indicate how close / far the senior staff view is from that of other staff, which may help to inform the emphasis of the strategy. It is possible to segment respondents if, for example, it is suspected that different strategic goals will need to be stressed among different groups of staff (eg. academics). The very process of undertaking this exercise more widely can also signal a consultative approach and help to achieve buy-in for subsequent initiatives.

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<sup>11</sup> Use the instructions and statements at Appendix G, **excluding** the explanatory text regarding changes. Although the statements used as proxies for the different rationales have proved suitable during the course of this research and are considered to represent the main rationales for HE internationalisation as closely as possible, individual institutions may adapt them or include additional rationales which they feel are more pertinent to their specific situation.

The RPE can only ever be a starting point to help focus thinking and encourage people to reflect on institutional rationales for internationalisation and the values that underpin these.<sup>12</sup> It is simply a precursor to the hard work of devising a strategy designed to move the institution from its current position towards its desired position of “integrated internationalism”.<sup>13</sup>

### **8.3 Towards a more nuanced understanding of “integrated internationalism”**

The reason the term “integrated internationalism” was coined (see 1.4) was that “internationalism” was felt to express a certain set of values (in opposition to those of parochialism), whilst “integrated” alluded to the embedding of these values within all aspects of institutional behaviour, normally achieved via a successful process of internationalisation. Internationalism was seen as the values-based starting point, with integration seen as the process of taking these values beyond the level of rhetoric and making them “stick”.

You could argue that internationalisation is the process of integrating the values of internationalism. However, the term internationalisation is subject to so many different interpretations, many (in the UK at least) associated with income generation and / or a focus on cross-border activities, that it was deemed appropriate to coin a new term with a meaning derived from a specific set of values, resulting in a somewhat different nuance.

In retrospect, the original definition of “integrated internationalism”, developed for the purpose of the national survey to BUILA members, did not make enough of the values and ethos lying behind the activities. It described “integrated internationalism” as:

The presence of an international or intercultural dimension in all core functions of the institution (students and learning, research, business and community relations), deliberately coordinated as part of a vision which clearly (and publicly) articulates the nature and focus of the institution's international effort.

A revised (and simpler) definition, which captures more accurately the thrust of this concept, might be:

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<sup>12</sup> It can be used to supplement more sophisticated and lengthy self-evaluation / audit processes such as the IQRP or the adaptation thereof, devised specifically for UK institutions (Middlehurst and Woodfield 2007, Appendix 1)

<sup>13</sup> The RPE can also be used at intervals to check progress (from the perspective of culture change, rather than strategy implementation) along the road to “integrated internationalism”

The demonstration of an ethos of international and intercultural cooperation and understanding through all of an institution's policies, functions and the actions of its members.

This revised definition spells out the need for the internationalist values (of cooperation and understanding across nations and cultures) to be lived out at all levels and within all functions of an organisation. It maintains the notion of both vertical integration (alignment of values, vision, policies, activities etc.) and horizontal integration (permeation across all activity areas). The principle of public articulation continues to be captured via the term “demonstration”, though this goes beyond rhetoric to encompass concrete action.

The lessons learned during the course of the research helped significantly to hone this definition. They also led to a more nuanced, less dogmatic, interpretation of the concept and its application.

At the outset, it was argued that the values of “integrated internationalism” were associated with the Social and Academic rationales for internationalisation, whilst the more common (in the UK context) Economic and Prestige rationales tended to result in a narrower mindset and approach. Whilst it remains accurate to claim that this **can** be the case, the case studies have shown that it does not have to be.

The values underpinning the brands of internationalism demonstrated by Institutions A and B are not narrow, commercially-orientated ones, even though their dominant rationales are Prestige and Economic. These rationales are not inherently **opposed** to the internationalist ethos. In the case of Institutions A and B, they are an important part of it and are appropriate to the organisational culture and stage of development.

However, on the evidence of some of the qualitative comments of survey respondents, these rationales are all too often applied by institutions which have not given thought to the values that underpin their approach to internationalisation. The most important stage in any internationalisation process is the initial institutional self-interrogation, which has the potential to reveal the underlying values and the most appropriate rationales for each institution. Spending time debating and developing this understanding can pay dividends in terms of the sustainability and longevity of the choices made and internal buy-in to these.



## **CHAPTER 9**

### **Conclusion: personal development and ongoing relevance of this study**

The DBA (Higher Education Management) thesis guidelines indicate that an account of the personal development of the candidate should be integrated into the thesis. A summary of my professional and intellectual development over the period of the programme therefore forms the first of three sections into which this final chapter is divided. It leads into the second section, which makes some observations about changes within the UK HE sector (linked to the internationalisation agenda) over recent years and, in particular, notes some signs that the national environment for internationalisation may have started to become more conducive to a broader, less financially-driven approach. The final section reviews the main questions posed and answered in the course of the thesis and seeks to justify their continuing relevance in a rapidly changing environment.

#### **9.1 Account of personal development**

I chose to pursue the DBA (HEM) for a number of reasons. I believed that it would allow me to explore an area (internationalisation) about which I was intellectually curious (as a result of observations made in my professional life); to broaden my understanding of a range of topics pertinent to senior HE managers; to do both the above in a way that would be of practical relevance in my current position and future career; and, finally, to help break down some of the boundaries that still exist in UK HE between “academics” and “non-academics” by pursuing an academically rigorous programme leading to a doctoral qualification. I was extremely fortunate to have the unequivocal support of my employer, Bournemouth University (BU).

As a prelude to discussion of my intellectual journey, it is helpful to outline changes in my professional life which have taken place since I started the DBA in May 2003. Having been recruited to BU in 2000 to set up an International Office from scratch, my position at the start of the DBA was Head of International Office, which brought with it membership of the Senior Management Team (comprising the University Executive Group, Deans and most Heads of Professional Services). From May 2004, I was asked to become Acting Head of Marketing & Communications (a separate Professional Service from the International Office), with a view to turning round an underperforming department and drawing up BU’s first Marketing Strategy since the 1990s. From January 2005, I was invited to take on the role of Head of International & Corporate Relations, a

large new Professional Service incorporating the International Office, Marketing, Communications, Public Relations and, for an 18-month period, Alumni & Development. The new Service slowly took shape, though this required significant restructuring during 2005. That year also saw a change in Vice-Chancellor and the beginning of a new vision and strategic direction, encapsulated in a new Corporate Plan published in 2006.

I include the above to illustrate the changing professional demands experienced over the period of the DBA, especially since my academic study dovetailed constructively with my professional priorities and, in some cases, helped me to perform my role more effectively.

During Phase 1 of the DBA, my first assignment was on structural and cultural change, including the impact of establishing a new organisational unit. This drew on my experience of setting up the International Office, but was subsequently helpful when I came to establish International & Corporate Relations and when change management issues came to the fore with the arrival of a new VC. It also provided my first experience of conducting interviews for the purpose of academic research and allowed me to experiment with an exercise to establish the changing balance of organisational cultures over time, which formed the starting point for development of the Rationale Prioritisation Exercise used in the current research. A further assignment explored the importance of institutional values when seeking to differentiate a university in a complex market place, drawing on my experience of developing BU's Marketing Strategy. This assignment helped inform my approach to the development of subsequent institutional strategies and plans, as well as reinforcing some of the principles which would underpin my thesis. Another assignment served to provide an even more fundamental step towards development of the thesis. This focused on the meaning of internationalisation for a modern vocational university in the UK. It required substantial investigation of the international and national context for internationalisation, providing crucial insights into the variety of interpretations of the phenomenon. It provided a further opportunity to hone my interview methodology and skills, with interviews revealing significant variations in individual interpretations. Both of these findings helped pinpoint my thesis topic.

The internationalisation assignment also fed into a published conference paper, co-delivered with BU's then Pro-Vice-Chancellor (Academic), Professor Paul Luker, at the first British Council Going Global conference in December 2004 (Lewis and Luker 2005). The benefits of sharing ideas at this conference were significant and encouraged me to commit to a number of other conference presentations as a deliberate strategy for keeping up momentum on the thesis itself. I tried to ensure that whatever conference

preparation I was doing would be of direct benefit as I wrote up my research.<sup>1</sup> This national (and international) engagement led to invitations to participate in a HEA scoping event and a LFHE conference on internationalisation.

The structure and content of the DBA programme were also beneficial to my intellectual development. The residential blocks allowed for much needed periods of reflection, when it was possible not only to step back from day-to-day work and consider HE research topics, but also to experience guest lectures from key figures in the sector; to learn from and interact with a wide range of staff from the University of Bath and beyond; to explore research methods and get to know potential supervisors; and to discuss issues of common interest (despite our varied backgrounds) with fellow students on the programme. These periods of intensive focus and sense of community played a significant role in maintaining impetus and preparing for Phase 2. The primary research and writing up of the thesis were an exercise in both rigour and planning, helped enormously by the sound advice and experience of my supervisor, Professor Roger Dale. It has opened my eyes to the opportunities for further research in the broad area of internationalisation and encouraged me to work up into articles elements of my research that, for reasons of space, could not be included within the thesis.

## **9.2 Changes in the UK HE sector in recent years: new opportunities for “integrated internationalism”?**

Moving from personal developments to national developments, there have been significant changes relating to internationalisation within the UK HE sector over the last few years. One only has to scan the job advertisements to realise that this field is of increasing importance. The number of International Office posts (and their salaries) are swelling; appointments to UK HEIs’ overseas branch campuses are increasing; and advertisements from private providers of international education are becoming more frequent. Although often appointed from within the institution (and therefore not advertised), the number of posts at PVC level with a dedicated international remit is

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<sup>1</sup> This resulted in the following conference presentations during 2005 and 2006:

Lewis, V. & Peacock, N., 2005. Developing an internationalisation strategy: laying the groundwork and taking some practical steps. *UKCOSA – The Council for International Education* (Coleraine)

Lewis, V., 2005. Internationalisation within the HE Sector. *BUILA – British Universities International Liaison Association* (Winchester)

Lewis, V., 2005. Integrated internationalism: interpretation and implementation in UK HE. *Education for Sustainable Development: Graduates as Global Citizens Conference*, Bournemouth 12-13 September, 2005 (published conference proceedings)

Killick, D. & Lewis, V., 2006. Global Perspectives in the Curriculum: Two Institutional Models. *NAFSA – Association of International Educators* (Montreal)

slowly increasing and it seems plausible that, in time, the UK will follow the direction taken by Australian institutions, where such posts are the norm.

It has been noted that the Australian sector's approach to internationalisation started to broaden out in the 1990s (Van der Wende 1996, p.40; Harman 2004, cited in Middlehurst & Woodfield 2007, Appendix 3 p.1) and it seems that, in the UK, some indications of a broader approach are appearing about 10 years later. In many ways, the period around 2005 marked not only an upsurge in interest in internationalisation, but also a potential turning point in approach. This interest manifested itself via a wealth of internationalisation-related research, conferences and national discussions.<sup>2</sup> Outputs from most of these were advocating a stance which goes beyond purely economic motivations for internationalising and embraces internationalist values of partnership, cooperation and learning from others. However, these values are not yet pervasive and national coordination is lacking, with government reactions to the July 2005 terrorist attacks in London adding to the confusion.

Looking first at the global picture, a study by the OBHE<sup>3</sup> corroborates Knight's recent findings<sup>4</sup> that economic rationales are increasingly the driving force behind national strategies for higher education.<sup>5</sup> It is suggested that:

Perhaps ironically, the more that economic rationales become the driving force behind the internationalisation of tertiary education, the more countries are likely to need to focus on other aspects of internationalisation including the student experience, curriculum development and student support.

(Middlehurst and Woodfield 2007, Appendix 3 p.17)

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<sup>2</sup> 2005 was the year when the proceedings of the British Council's first international education conference, *Going Global*, were published; when the Royal Geographical Society was funded by DFID to investigate *Global Perspectives in Higher Education*; when the HEA commissioned a research report on *Responding to the internationalisation agenda: implications for institutional strategy*; when the HEA held a scoping event on internationalisation within UK HE; and when the LFHE sent out invitations for its Leadership Summit, entitled *The Leadership and Development Challenges of Globalisation and Internationalisation*.

<sup>3</sup> The OBHE study is an Appendix of the HEA research report (Middlehurst and Woodfield 2007)

<sup>4</sup> The 2005 International Association of Universities (IAU) Global Survey was conducted by Jane Knight and published in October 2006. It is the largest internationalisation survey of its kind, yielding 526 replies from 95 countries.

<sup>5</sup> A study prepared for the LFHE Summit in January 2006 divides internationalisation strategies into those driven by academic / social rationales (mainly European countries); those driven by economic rationales (mainly the English-speaking countries of US, UK, Australia, New Zealand and Canada, but gradually taking in others such as the UAE and the Netherlands); and those driven by other emerging rationales related to economic (eg. South Africa, China and Malaysia). It is suggested that UK HEIs can learn from countries and institutions with "more academically / culturally orientated internationalisation strategies (especially as regards internationalisation 'at home' and not-for-profit internationalisation 'abroad')" (Koutsantoni 2006b, p.20)

This is deemed essential in the retention of reputation and competitive edge, especially in the face of wide-ranging study options offered by new providers. What is considered encouraging is an apparent recognition that:

internationalisation needs to offer long-term (including social and cultural) advantages. Only in so doing, through a sustainable and reputable model (or mix) of provision, will long-term economic benefits follow.

(ibid.)

As previously indicated, the UK approach at national level was by no means clear-cut in the middle of the first decade of the 21<sup>st</sup> century, though changes were taking place. At one level, and in response to the London bombings, the UK Government engaged in behaviours reminiscent of post-9/11 America, including clamping down on overseas academics wishing to enter the country (thereby damaging research collaboration)<sup>6</sup> and tightening visa requirements for international students. However, there was also recognition – particularly at sector level – that the UK's declining share of the expanding international education market could not be attributed solely to this.

The range of new entrants into this marketplace was acknowledged, including those setting themselves up as regional hubs in countries that had traditionally sent many students to the UK. The attraction of continental European institutions (with their low fees and English language medium programmes) was becoming clear and the UK sector was slowly realising that, with the introduction of variable fees for undergraduate domestic students (and significant fees already charged at postgraduate level), continental European and even US universities were starting to be seen as an attractive and cost-effective alternative to a UK higher education for UK as well as international students.<sup>7</sup>

The benefits of marketing UK HE as part of a wider European HE portfolio were being taken on board at national level (though many UK HEIs remained sceptical). The British Council acknowledged in 2006 that “[a]s the international market place evolves research has shown that students are considering Europe as a whole as a prospective destination and visibility for the British Council within a European context is important”.<sup>8</sup>

Another realisation was that UK graduates were embarrassingly ill-equipped in terms of international / cross-cultural experience and foreign language skills, when compared

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<sup>6</sup> See Baty 2006

<sup>7</sup> See Clark 2006; Gold and Cassidy 2006

<sup>8</sup> Letter from British Council (as partner in the European Higher Education Fairs) to UK institutional representatives in June 2006

with their continental European peers. In the past, there had been a complacency built around the fact that English is the dominant world language. However, as in the US and Australasia<sup>9</sup>, increasing concern was voiced by government, business leaders and HEIs that domestic graduates were falling behind and measures needed to be put in place to facilitate cross-cultural communication skills and global employability.

An early encouraging sign was the publication of the DfES' first international strategy, *Putting the World into World-Class Education*, launched in December 2004, which highlights the need to encourage (from school upwards) a sense of global citizenship. The principles articulated align themselves with those of Lord Dearing's government-commissioned Languages Review, which reported in March 2007.<sup>10</sup>

These changes represent an encouraging new focus on "internationalisation at home". Although, for the UK, this remains of secondary importance to "internationalisation abroad", its relevance is at last being acknowledged. The gradual shift in governmental mindset is perhaps best evidenced via a remark of Prime Minister Tony Blair when announcing the second phase of the Prime Minister's Initiative (PMI2) in April 2006:

Increasingly education is crossing national boundaries as it prepares our young people for careers in the global economy. I am passionate about raising standards in education in our country, but that means that we must be willing to learn from the best in the world. It means sharing experience and knowledge and being open to innovation and creativity from whatever direction it comes.

(DfES, 18 April 2006)

This declared willingness to learn from others marks an apparent change from the somewhat complacent, Anglo-centric mindset that characterised earlier UK attitudes and is in marked contrast to the economically-driven student recruitment thrust of the first Prime Minister's Initiative, launched in 1999. It goes hand in hand with a strong emphasis on sustainable international partnerships, which are a key feature of PMI2, and on which Blair elaborates as follows:

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<sup>9</sup> In the USA, 2006 was declared by Senate "The Year of Study Abroad" and a report was produced entitled *Global Competence and National Needs: One Million Americans Studying Abroad* (Lincoln Commission 2006). In New Zealand, an Education Ministry-commissioned report on *Internationalisation in New Zealand Tertiary Education Organisations* suggested that policies had focused too much on export sales and should now "give primacy to the internationalisation of the domestic student experience and outcomes" (Thomson 2006).

<sup>10</sup> The Review led to the announcement by Education Secretary Alan Johnson that learning a foreign language would become a compulsory part of the curriculum for 7 to 14 year olds. The intention is that this will inspire more young people to continue with languages beyond that age.

We want to see many more shared research projects, shared courses and joint degrees; we want to see more exchanges of students and academic staff; we want UK education to become genuinely international.

(ibid.)

Many of these themes were investigated in depth at the second Going Global conference, organised by the British Council in December 2006. The conference captured and brought to a head a variety of developments in international education, both within the UK and abroad. Key themes emerging at global level were:

- The need for internationalisation to move from a “one way street” to “trade among equals” – via genuine partnerships and a more responsible approach by wealthy countries
- The growth in new types of HE provider and the increase in public-private partnerships (including more flexible modes and models of delivery – both transnational and in an institution’s home country)
- The need for a “whole institution” / holistic approach to internationalisation (to include internationalisation of the staff base)
- A focus on “internationalisation at home” – in particular enhancing the employability and employment prospects of all students

Specific issues which the UK sector was charged to address included:

- The need for UK students to be more effectively “exposed” to different cultural perspectives and experiences
- The challenge of widening participation in UK HE to less wealthy international students / those from poorer countries
- The need to develop long-term sustainable partnerships, rather than look on internationalisation as a quick economic win
- The need to engage more proactively and collaboratively with continental European neighbours to mutual benefit

Themes such as these were already at the forefront of many practitioners’ minds, as evidenced by contributions to Going Global 2 and earlier conferences, events and research reports (and by some of the comments made in the course of my own 2005 research). Although there is a risk that such discussion fora and outlets end up preaching to the converted, it seems likely that the national wave of interest will slowly permeate beyond the initial converts.

As all the studies observe, there is a need for Vice-Chancellors and leaders to embrace internationalist values if they are really to take hold in our institutions. However, it is clear from feedback over the last few years that institutions are seeking more support in their internationalisation efforts. On one level, this is in the form of recommendations and frameworks they can apply.<sup>11</sup> On another, it is in the form of a joined up and coordinated national approach, which provides clear direction. This latter point is a common refrain on practitioner mailbases and was also made by interviewees participating in this study, when they were asked “How supported (or otherwise) do you feel in your internationalisation efforts by national bodies (including government)?”. Their views can be summed up by the following comment from one interviewee:

The fragmentation of organisations dealing with different aspects of international education at national level is unhelpful. Having an overarching body, owned by and working on behalf of UK universities, would be a very good initiative and would probably have a very positive impact on the internationalisation process.<sup>12</sup>

In summary, there are some encouraging signs that parts of the UK HE sector (and of UK Government) are starting to move from a narrowly commercial mindset towards broader internationalist values (even if this move is – for some – triggered mainly by concern for long-term financial or reputational advantage). However, the sector is still crying out for guidance on how best to pursue “integrated internationalism” at institutional level and for clearer, more cohesive support at national level.

### **9.3 The ongoing relevance of this study**

As outlined in Chapter 1, this study sought to explore the following questions. What characterises the UK HE sector’s interpretation of internationalisation? What are the dominant motivations and approaches adopted by UK institutions? Do any patterns emerge based on institutional profile? How do key players within institutions interpret the concept? What can be learned from those who are at the forefront of developments in “integrated internationalism”? How does this concept relate to institutional mission and values? How does it manifest itself in strategies and what “good practice” is there on the ground? How can this be made relevant to institutional policy-makers and practitioners?

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<sup>11</sup> Some of the papers from the 2006 LFHE Summit provide questions and checklists for leaders to use to interrogate both their own motivations and their institution’s performance (see LFHE 2006 p.27 and Fielden 2006 p.6). The HEA study has developed a more sophisticated audit tool, based on the IQRP, for use by UK HEIs. It is hoped that the recommendations and the RPE tool developed in the course of this research will also prove useful.

<sup>12</sup> A summarised analysis of interviewees’ responses to this question can be found in Appendix H.



The national survey and case studies provided insights into all the above questions. They revealed that, in 2005, the UK HE sector's interpretation of internationalisation was predominantly driven by economic concerns or a desire to enhance prestige, even though practitioners recognised the significant social and academic benefits that internationalisation can bring. Although the importance of "internationalisation at home" was acknowledged, institutions tended not to pay this as much attention as "internationalisation abroad", with its greater potential for income generation.

Some conclusions can be drawn from the survey findings about differences within the sector. Russell Group institutions tended to internationalise with a view to boosting their profile and reputation as a top priority, whilst Post-92 institutions did so in order, primarily, to boost income. Broadly speaking, those groups of institutions more dependent on state funding tended to internationalise for financial reasons. There was a sense among practitioners that their appreciation of the social and academic benefits of internationalisation was stronger than that of institutional leaders. There were also comments about the fragmented approach to internationalisation within institutions, which resulted in a lack of integration and cohesion (echoing comments about fragmentation at national level).

The case study research revealed three quite different approaches adopted by three institutions all perceived to be at the forefront of "integrated internationalism". Although one prioritised the Prestige rationale, the second the Economic rationale and the third the Social rationale, each – in its own way – embraced an ethos of international cooperation and understanding. And each had made significant progress towards integrating this ethos into its vision, strategies, policies and communications, as well as across its core functions and activities – even though quite different tactics were adopted.

The particular importance of leadership and a distinctive international vision which is fully aligned with the broader institutional mission and values was established as a fundamental condition for "integrated internationalism". Based on the research, key conducive conditions could be summarised as follows:

- A leader who makes internationalism a central plank of institutional mission and vision.
- An international vision which looks decades ahead and has a clear point of differentiation.
- A respected senior person to develop and champion the strategy.

- A range of staff at operational level with varied skillsets but a common sense of vocation regarding their international work, and based in appropriate organisational locations.
- A clear plan to achieve internal understanding and buy-in (including Board / Council support).
- Mechanisms to ensure that the international dimension is integrated into all other policies and strategies (bearing in mind that cultural understanding is a stronger lever than more mechanistic, process-driven approaches).
- Incentives (in the broadest sense) to encourage proactive involvement.
- Mechanisms for regular debating and questioning of the strategy and a willingness to learn from mistakes (one's own and other people's).
- An environment where bottom-up initiatives can flourish.
- Resources to invest in the strategy and an understanding that there are no quick financial wins.
- A sophisticated approach to risk management.
- Time set aside for internal and external communication of both values and successes.

Various examples of “good practice” in all the above areas are demonstrated by one or more of the case study institutions. An attempt has been made to render the findings of this research relevant to institutional leaders, policy-makers and practitioners by deriving from it a series of recommendations and questions to consider. These are aimed at those aspiring to “integrated internationalism” and embarking on an internationalisation strategy which will take them in this direction. The Rationale Prioritisation Exercise is proposed as a tool which can facilitate the crucial early stages of this process, when it is worth setting time aside to clarify the institution's underpinning values and rationales for internationalisation.

Although time has elapsed and significant developments taken place since the primary research was conducted in 2005, the findings and outcomes remain relevant. First, they provide a snapshot picture of the state of the sector in 2005, a year which coincided with the beginnings of a change in mindset at national level. Second, that change in mindset is happening slowly and it is clear from more recent national debates that many institutions are only now starting to question their rationales for internationalisation and to consider some of the emerging issues of long-term sustainability, two-way partnership and global citizenship. It is hoped that the recommendations and tools contained within this thesis will stimulate an exploration of these issues on an ideological level as well as

providing some practical advice for those wishing to integrate internationalism as a fundamental element of institutional vision and ethos.

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## Appendix A

### Lessons learned from pilot survey

Six out of the eight Heads / Directors of International Office (or equivalent) to whom the pilot survey was sent in April 2005 responded. The high (75%) response rate is unsurprising, since those targeted were known by me professionally. They were selected because they represented a good cross-section of HE institutions and were trusted to provide useful and frank feedback to help inform the final version of the survey.

In addition to completing the pilot survey, each respondent was asked to email me with answers to the following:

- 1) Were any of the questions difficult to understand / ambiguous in terms of content or instructions (If so, which? How could they be improved?)
- 2) Were any technical aspects of the questionnaire problematic? (If so, which? How could they be improved?)
- 3) Do you have any other suggestions that would help to make this as clear and straightforward to use as possible?

Almost all respondents commented on how straightforward the survey was from both a technical and content perspective. The estimated completion time was revised downwards on the basis of feedback from pilot respondents. Wording was tightened up in one or two places and the size of the free text input boxes was increased. An opportunity was included for respondents to add comments on any aspect of the questionnaire. Finally, based on the feedback of one respondent, an additional question ("What is the job title of the person to whom your Head / Director of International Office reports?") was included to ascertain the institutional position of the International Office, since it was felt that colleagues across the sector would find this of very real interest – "especially if they are grappling with an internationalisation strategy in their own institution" (comment of respondent).

This last comment dovetails with that of another respondent, who said that "a copy of the findings would be very useful for my attempts at getting SMT to appreciate the bigger picture". This same respondent (the one on whose feedback the opportunity to provide "any other comments" was added) remarked that "I would have liked the opportunity to express further the dependence on other variables of an internationalisation strategy, eg. globalisation, Bologna, UK fees from 2006 – something that conveys the message that internationalisation is not a simple cost/benefit issue, but something more holistic in terms of positioning the University for the 21<sup>st</sup> century". As becomes evident when the main survey results are analysed, these remarks encapsulate quite succinctly the apparent frustrations of some senior practitioners who feel that their view of internationalisation is somewhat broader than that of their institution's top management team.

The respondents for the pilot survey represented one Russell Group university, two other pre-92 universities, and three post-92 universities. In student number terms, they ranged from under 5000 students to 15-20,000 students. Five were located in England and one in Scotland. The allocation of points to different rationales in Question 4 resulted in the same ranking of rationales as in the main survey. Finally, only 50% of respondents seemed able to name an institution which demonstrated good practice in the area of integrated internationalism. Of the other three, one put "don't know", another put "not sure" and the third put "none". As a result of this, the question was rephrased in the final survey to allow respondents to indicate "don't know" or "none" and to name an institution which was not necessarily of the same institutional type as their own (since this seemed to be a restricting factor), although it was indicated that an institution of the

same type was preferred. It was also decided not to place quite so much weight on the responses to this question when selecting case study institutions, but to use these responses in conjunction with other information. Interestingly, the three institutions which are mentioned as demonstrating “good practice” in the pilot survey are identical to the three institutions most frequently mentioned in this context in the main survey.

## **Appendix B**

### **Survey on UK HEIs' perceptions of internationalisation**

#### **Survey population**

Population:	All HEIs in the UK which are members of the British Universities International Liaison Association (BUILA)
Target respondents:	BUILA contacts (normally Head of International Office, though sometimes more than one contact per institution)

#### **Approach and feedback**

In order to provide context for the survey, I sent the hotlink to the online questionnaire (designed using the Bristol Online Survey tool) via an email to all BUILA members, with the permission of the BUILA Chair.

Since most of those on the mailbase are senior International Office staff, one of the arguments used to convince the Chair to allow use of the mailing list was that members were likely to find the responses of professional interest. The covering email therefore explained that the aggregated findings would be reported to BUILA members once available. In reality, there was an early opportunity to disseminate the findings at the BUILA annual conference in July 2005. The conference presentation was also posted on the BUILA website.

#### **Format and content of questionnaire**

The survey took the form of an online questionnaire with four separate sections: Institutional Data; Institutional Priorities; Personal Perspectives; and Personal Data (with most parts of the final section being optional).

In summary, it probed:

- Respondent's perception of own institution's rationales and priorities when it comes to internationalisation
- Whether or not internationalisation (or similar concepts) are mentioned in the institution's mission statement
- The nature and scope of any institutional internationalisation strategy
- Any discrepancies between respondent's priorities and respondent's perception of top management priorities
- Any benefits of internationalisation not covered by earlier responses
- Practitioner identification of institutions demonstrating "best practice" in "integrated internationalism".

An explanation of the questions contained within the Institutional Priorities and Personal Perspectives sections (2 and 3) is included within the main thesis (3.2.2). Factual data were collected via the questions in Sections 1 and 4.

#### **Section 1 (Institutional Data)**

This includes location (England, N.Ireland, Scotland, Wales), size in total student numbers, and type.<sup>1</sup> It was (correctly) assumed that respondents would be sufficiently

---

<sup>1</sup> After consideration of the alternative options, it was decided to classify institutions according to a traditional typology more likely to be familiar to respondents, despite reservations about the continued appropriateness of such a typology at a time when lines between institutional types are becoming ever more blurred and it is often less than helpful to pigeon-hole institutions in this way. An attempt is made to convey these reservations to respondents by referring to "accepted" institutional groupings (see Question 3).

*au fait* with the UK HE system to know which of the particular institutional groupings their own institution falls into.

#### Section 4 (Personal Data)

Two of the three simple questions in this section (name of individual completing survey, email address) were entirely optional. It was explained that they were being asked only in case of the need for follow-up contact to clarify responses made in the questionnaire. The name of the respondent's institution was required simply to identify whether multiple responses had been received from the same institution. Respondents were reassured about confidentiality, anonymity and the aggregation of findings.

#### **Logistics and timing**

The full survey was designed to take no more than 10 minutes to complete, though feedback at pilot stage indicated that completion time could be as low as 5 minutes. The completed questionnaires were automatically submitted to a dedicated – and secure – web-based collection point.

It was clear that timing the questionnaire distribution right would be critical. The month of May was favoured because International Office staff are marginally less likely to be travelling on business than at other times of the year. However, it was appreciated that some would inevitably be overseas. The fact that the questionnaire was relatively quick to complete and entirely web-based was intended to facilitate completion even by those away travelling.

Initially respondents were given a two-week window in which to complete the questionnaire. A reminder was issued on the Monday after the deadline date, giving a one-week extension to those who had not yet completed it. The intention was to give a further one-week extension on the second deadline date if necessary (ie. if a disappointing number of responses had been received). In fact, it was decided that a healthy response rate had already been achieved, so no second extension was deemed necessary. The period required for data collection for this stage of the study was therefore 23 days.

## Questionnaire used – completed by respondents between 4 and 27 May 2005

### Internationalisation Survey

Thank you in advance for providing valuable input to this study.

Aggregated findings will be reported to BUILA members (via the Winchester conference in July 2005 and any other appropriate means agreed with the BUILA executive).

This online questionnaire consists of four short sections. Completion of the questionnaire should take no more than 10 minutes. You will be given the opportunity to review and save your answers at the end of the questionnaire. Please note that, once you have clicked on the CONTINUE button at end of the main body of the questionnaire, you cannot return to amend your answers.

**The answers you provide to the questions below are absolutely confidential.**

**Your identity will remain unknown to the researcher unless you choose to complete the (optional) personal details questions at the end of the survey. You are assured that information identifying you as the respondent would not be disclosed without your express written permission.**

**The results of this survey will be aggregated in such a way that responses will not be able to be linked back to a specific institution.**

Continue >

### Internationalisation Survey

#### Institutional Data

##### 1. Location of my institution

☐ England ☐ N. Ireland ☐ Scotland ☐ Wales

##### 2. Size (total student numbers)

☐ under 5000 ☐ 5-10,000 ☐ 10-15,000 ☐ 15-20,000 ☐ 20-25,000 ☐ over 25,000 ☐ Don't know

##### 3. Type (using "accepted" institutional groupings)

☐ Russell Group  
☐ 1994 Group  
☐ Other pre-92 university  
☐ Post-92 university  
☐ Non-university HEI  
☐ Don't know  
☐ Other (*please specify*):

## Institutional Priorities

### 4. Rationales

Below are four statements representing common rationales for institutional internationalisation. You have 20 points to distribute across these four statements to reflect the priority placed by your institution on each.

***For example, if one statement matches your institution's rationale exactly and the others carry no weight at all, you might choose to allocate all 20 points to that statement and none to the others. At the other end of the scale, if you feel that, for your institution, each statement carries equal weight, you might allocate 5 points to each.***

4. Please indicate the number of points you wish to allocate to each Statement in the "free text" box beneath the relevant Statement.  
*The box immediately below is for administrative purposes only - there is no need to enter any text in it. (Optional)*

#### Statement A

a. My institution is concerned with enhancing its international profile as a world class institution

#### Statement B

b. My institution is concerned with enhancing academic quality by ensuring that non Anglo-centric perspectives permeate the curriculum

#### Statement C

c. My institution is concerned with generating significant income from international sources

#### Statement D

d. My institution is concerned with equipping all its students (and staff) to operate effectively in a world where borderless careers and cross-cultural interaction are the norm

### 5. Mission

Does your institution use the word "international", "internationalisation", "global" or a closely related term in its Mission Statement?

☐ Yes ☐ No ☐ Don't know

### 6. Strategy

Does your institution have a written Internationalisation Strategy?

☐ Yes ☐ Currently working on one ☐ No ☐ Don't know

☐ Other (please specify):

**7. Strategy** (continued)

If your answer to Question 6 is "yes" or "currently working on one", how does / will this strategy relate to your international student recruitment strategy? (*Optional*)

- ☐ Don't have international recruitment strategy
- ☐ Internationalisation strategy is just a new name for international recruitment strategy
- ☐ International recruitment strategy is completely separate document from internationalisation strategy
- ☐ Internationalisation strategy is sub-strategy of international recruitment strategy
- ☐ International recruitment strategy is sub-strategy of internationalisation strategy
- ☐ Other (*please specify*):

### Personal Perspectives

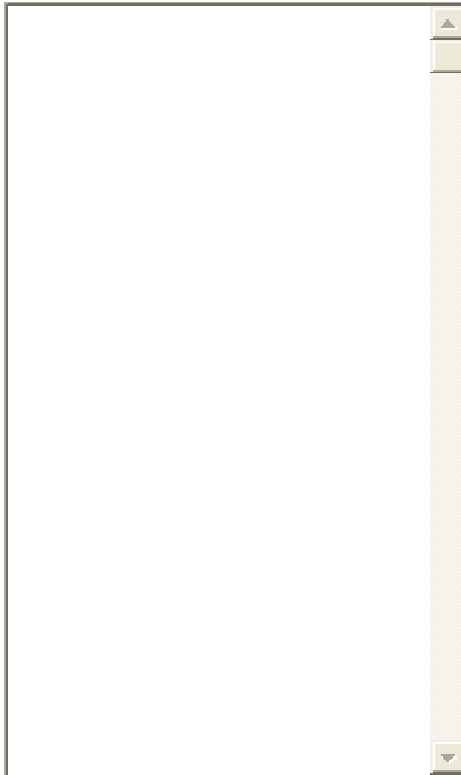
8. What is your position within your institution?

- ☐ Head / Director of International Office (or equivalent)
- ☐ International recruitment / marketing staff member
- ☐ International student support staff member
- ☐ Administrative staff member
- ☐ Other (*please specify*):

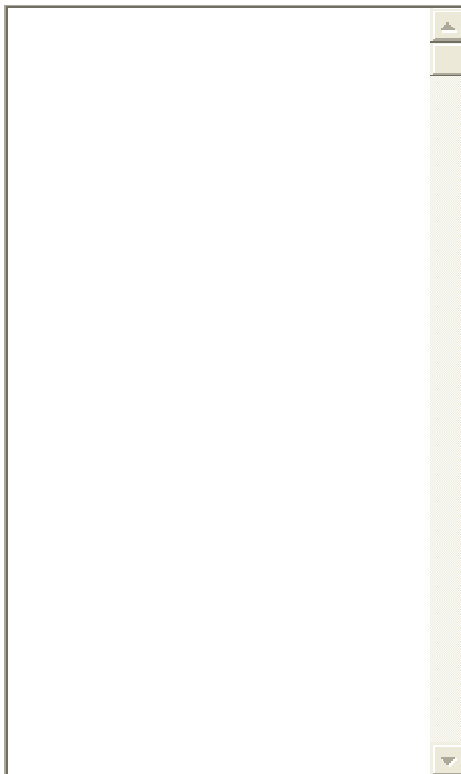
9. What is the job title of the person to whom your Head / Director of International Office (or equivalent) reports?

10. If asked what they consider the three key benefits of internationalisation for your institution, what would your top management team say?



A large, empty rectangular text box with a thin black border. On the right side, there is a vertical scrollbar with a small upward-pointing triangle at the top and a downward-pointing triangle at the bottom.

**11.** From your own perspective, what are the three key benefits of internationalisation for your institution?

A large, empty rectangular text box with a thin black border. On the right side, there is a vertical scrollbar with a small upward-pointing triangle at the top and a downward-pointing triangle at the bottom.

**12.** For the purposes of this survey, we are defining "integrated internationalism" as follows:

**"The presence of an international or intercultural dimension in all core functions of the institution (students and learning, research, business and community relations), deliberately coordinated as part of a vision which clearly (and publicly) articulates the nature and focus of the institution's international effort."**

Excluding your own institution, which ONE other UK institution, **preferably of the same type as your own**, (i.e. Russell Group, 1994 Group, other pre-92, post-92 or non-university HEI) do you believe demonstrates the best practice in integrated internationalism?

*Please enter either an institution name, "none" or "don't know" - with an explanation if you would like (the box below will expand if necessary)*

**13.** Please add below any additional comments or explanations you would like to make (regarding any aspect of this survey). *(Optional)*

Personal Data (Name and email address are optional. They would be used only in case of the need for follow up contact in order to clarify responses made in this questionnaire. It would be helpful if you could provide this information, but it is not essential.)

**14.** Name of institution  
*(needed in order to identify whether multiple responses from the same institution have been received)*

**a.** Name of individual completing survey *(Optional)*

**b.** Email address *(Optional)*

Continue >

Check Answers & Continue >

## **Thank you**

**Many thanks for taking the trouble to complete this survey.**

Aggregated findings will be reported to BUILA members (via the Winchester conference in July 2005 and any other appropriate means agreed with the BUILA executive).

**You are reminded that your responses will be treated as confidential and that anonymity is assured.**

## Appendix C

### Interview guides

#### Guide 1: Senior Management

##### Introductions

What is your job title and how would you describe your remit?

##### 1. Definitions and Rationales

- a) What do you understand by “internationalisation” when this term is used in the context of higher education?
- b) Please allocate 20 points across the four statements **on the attached sheet** [see *Appendix DJ*] in proportion to the priority placed by your institution on each statement.
- c) How would you describe your institution’s strongest motivation for internationalising?

##### 2. Policies

- a) Comment on international dimension within institutional mission statement (how arrived at, level of importance, link to other elements of mission?)
- b) Do you have a vision or values statement to supplement the mission statement? (How) does internationalisation feature within this?
- c) What are your mechanisms for communicating your institution’s international vision internally and externally? Do you think they work well?
- d) Thinking about your institution’s Strategic Plan / Corporate Strategy, which are the broad areas of activity (students & learning; research; business & community relations) in which you mention an international dimension? Is it possible for you to describe and prioritise the internationalisation of these different functional areas?
- e) Do you have an internationalisation strategy? If not, what do you have that might fulfil this role? Where does this strategy place greatest emphasis (in terms of functional areas)?
- f) What other strategies / policies within your institution would you say have an international dimension? How does that dimension manifest itself?  
*Checklist in case prompting needed:*  
HR / Staff Development  
Curriculum Development / Learning & Teaching  
Research  
Business Relations / Knowledge Transfer / Enterprise  
Community Relations / Regional Development  
Marketing / Corporate Identity / PR

##### 3. Structures

- a) Does your resource allocation model incentivise international activity at local level? Which aspects of activity and how? Do you think it works well?

b) What deliberative / committee structures are used to make decisions about international operations / objectives / priorities? How well do they work?

c) How are your support services grouped? Which of them do you consider to have specific responsibilities driven by the internationalisation agenda? What is the line management chain for these services?

#### **4. Processes**

a) What systems are in place for ensuring implementation of the international aspects of different policies? How do you measure / monitor success of a policy which has been implemented? What is the mechanism for making changes on the basis of experience?

b) How is the planning process (at institutional and departmental levels) used to support your internationalisation efforts? How effective is this?

c) What are the channels for communication / coordination to ensure that good practice is shared, effort is not duplicated and there is consistency of practice across the institution when it comes to internationalisation?

#### **5. People**

a) How would you rate the level of staff awareness of, buy-in to and involvement with the internationalisation agenda? Does this vary across the institution and, if so, how and why?

#### **6. Benefits**

a) What do you think are the top three benefits for your institution of increased internationalisation? Are there disadvantages?

#### **7. The bigger picture**

a) Do you see internationalisation as a transformation process? Do you have a picture of your institution as at a particular point in this process? How have things changed in this area (for your institution) over the last 5 years and how do you anticipate they might change over the coming 5 to 10 years? Could you envisage there being an impact on institutional vision and mission further down the line?

b) How actively engaged is your institution with the wider European agenda – harmonisation and mutual recognition of HE systems and positioning of Europe as a dynamic knowledge-based economy?

c) How supported (or otherwise) do you feel in your internationalisation efforts by national bodies (including government)?

**Prioritise activities on separate sheet [see Appendix E]**

## **Guide 2: Head / Director of International Office**

### **Introductions**

What is your job title and how would you describe your remit?

### **1. Definitions and Rationales**

- a) What do you understand by “internationalisation” when this term is used in the context of higher education?
- b) Please allocate 20 points across the four statements **on the attached sheet** [see *Appendix D*] in proportion to the priority placed by your institution on each statement.
- c) Would your own personal prioritisation be any different from this? If so, in what respect and why?
- d) How would you describe your institution’s strongest motivation for internationalising?

### **2. Policies**

- a) Do you have an internationalisation strategy? If not, what do you have that might fulfil this role? Where does this strategy place greatest emphasis (in terms of functional areas – i.e. Students & Learning; Research; Business & Community Relations )?
- b) What other strategies / policies within your institution would you say have an international dimension? How does that dimension manifest itself?  
*Checklist in case prompting needed:*  
HR / Staff Development  
Curriculum Development / Learning & Teaching  
Research  
Business Relations / Knowledge Transfer / Enterprise  
Community Relations / Regional Development  
Marketing / Corporate Identity / PR
- c) What are your mechanisms for communicating your institution’s international vision internally and externally? Do you think they work well?

### **3. Structures**

- a) Does your resource allocation model incentivise international activity at local level? Which aspects of activity and how? Do you think it works well?
- b) What deliberative / committee structures are used to make decisions about international operations / objectives / priorities? How well do they work?
- c) How are your support services grouped? Which of them do you consider to have specific responsibilities driven by the internationalisation agenda? (It has been suggested that the internationalisation agenda draws together academic and support departments in a common initiative – have you found this to be the case?)

### **4. Processes**

a) What systems are in place for ensuring implementation of the international aspects of different policies? How do you measure / monitor success of a policy which has been implemented? What is the mechanism for making changes on the basis of experience?

b) How is the planning process (at institutional and departmental levels) used to support your internationalisation efforts? How effective is this?

c) What are the channels for communication / coordination to ensure that good practice is shared, effort is not duplicated and there is consistency of practice across the institution when it comes to internationalisation?

## **5. People**

a) How would you rate the level of staff awareness of, buy-in to and involvement with the internationalisation agenda? Does this vary across the institution and, if so, how and why?

b) Who does the Head / Director of International Office report to? How many staff are there in your International Office? How would you characterise the remit of the office? How many staff are allocated to each function covered by the office? How many of these would you describe as senior / experienced staff? Which other parts of the institution does the IO have most frequent contact with?

## **6. Activities**

**See separate sheet [see Appendix E]** – discuss answers and prioritisation – or at minimum do tick-box exercise.

## **7. Benefits**

a) What do you think are the top three benefits for your institution of increased internationalisation? Are there disadvantages?

## **8. The bigger picture**

a) How actively engaged is your institution with the wider European agenda – harmonisation and mutual recognition of HE systems and positioning of Europe as a dynamic knowledge-based economy?

b) How supported (or otherwise) do you feel in your internationalisation efforts by national bodies (including government)?

### **Guide 3: Business School (Head of UG Programmes or equivalent)**

#### **Introductions**

What is your job title and how would you describe your remit?

#### **1. Definitions and Rationales**

a) What do you understand by “internationalisation” when this term is used in the context of higher education?

b) Please allocate 20 points across the four statements **on the attached sheet** [see *Appendix D*] in proportion to the priority placed by your institution on each statement.

c) Would your own personal prioritisation be any different from this? If so, in what respect and why?

d) How would you describe your institution’s strongest motivation for internationalising? And the Business School’s?

#### **2. Structures**

a) Does your institution’s resource allocation model incentivise international activity at local level? Which aspects of activity and how? Do you think it works well?

b) What deliberative / committee structures are used within the Business School to make decisions about international operations / objectives / priorities? How well do they work?

c) Which of your institution’s support services do you consider to have specific responsibilities driven by the internationalisation agenda? (It has been suggested that the internationalisation agenda draws together academic and support departments in a common initiative – have you found this to be the case?)

#### **3. Processes**

a) How is the planning process (at institutional and departmental levels) used to support your internationalisation efforts? How effective is this?

#### **4. People**

a) Within the Business School, how would you rate the level of staff awareness of, buy-in to and involvement with the internationalisation agenda?

b) How much contact do you have with the International Office – and what kind of things do you liaise with them about?

#### **5. Activities**

**See separate sheet** [see *Appendix E*] and use as prop for discussions.

a) Your institution seems to have a clear focus on [*tailored for each institution*] when it comes to internationalisation. How does this translate into activities on the ground within your School?



b) Looking specifically at undergraduate teaching in your School, what impact has the internationalisation of the institution had on this? Do you feel that it has impacted on other areas, e.g. research, business & community relations?

## **6. Benefits**

a) What do you think are the top three benefits (a) for your School and (b) for your institution of increased internationalisation? Are there disadvantages?

## **Appendix D**

### **Rationale Prioritisation Exercise (RPE)**

#### **Rationales**

Below are four statements representing common rationales for institutional internationalisation. You have 20 points to distribute across these four statements to reflect the priority placed by your institution on each.

For example, if one statement matches your institution's rationale exactly and the others carry no weight at all, you might choose to allocate all 20 points to that statement and none to the others. At the other end of the scale, if you feel that, for your institution, each statement carries equal weight, you might allocate 5 points to each.

#### **Statement A**

My institution is concerned with enhancing its international profile as a world class institution

No. of Points:

#### **Statement B**

My institution is concerned with enhancing academic quality by ensuring that non Anglo-centric perspectives permeate the curriculum

No. of Points:

#### **Statement C**

My institution is concerned with generating significant income from international sources

No. of Points:

#### **Statement D**

My institution is concerned with equipping all its students (and staff) to operate effectively in a world where borderless careers and cross-cultural interaction are the norm

No. of Points:

## Appendix E

### Internationally-orientated activities – prioritisation exercise

Below is a list of broad types of activity which can be associated with the internationalisation of UK Higher Education Institutions.

Please tick the box of between 8 and 12 of these activities to indicate those which the University considers of greatest importance.

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | 1. Contract-based training and research programmes and services   |
| <input type="checkbox"/> | 2. Delivering own institution's programmes to international students studying elsewhere or recognising / providing credit for other providers' programmes |
| <input type="checkbox"/> | 3. Engagement with the EU vision and project  |
| <input type="checkbox"/> | 4. Extra-curricular activities with an international / intercultural dimension  |
| <input type="checkbox"/> | 5. Financial incentives to support international mobility of students   |
| <input type="checkbox"/> | 6. Internationalisation of curricula  |
| <input type="checkbox"/> | 7. International networking at top management level   |
| <input type="checkbox"/> | 8. International networks of like-minded institutions   |
| <input type="checkbox"/> | 9. Internationally orientated research centres  |
| <input type="checkbox"/> | 10. Internationally recognised research   |
| <input type="checkbox"/> | 11. International research collaboration  |
| <input type="checkbox"/> | 12. Local / regional community partnerships with an international / intercultural theme   |
| <input type="checkbox"/> | 13. Offering international opportunities to all students  |
| <input type="checkbox"/> | 14. Offering international-related subjects of study  |
| <input type="checkbox"/> | 15. Ongoing support for international students  |
| <input type="checkbox"/> | 16. Pre-arrival support for incoming international students   |
| <input type="checkbox"/> | 17. Recruiting degree-seeking EU students to your UK-based programmes   |
| <input type="checkbox"/> | 18. Recruiting degree-seeking international students to your UK-based programmes  |
| <input type="checkbox"/> | 19. Recruiting incoming fee-paying short-term study abroad students   |
| <input type="checkbox"/> | 20. Staff development activities with an international orientation  |
| <input type="checkbox"/> | 21. Staff mobility  |
| <input type="checkbox"/> | 22. Other internationally orientated activities not otherwise included – please specify   |

NB. The Head / Director of International Office was originally given a more complex Activity Prioritisation Exercise to complete in advance of the interviews. Some did this, but some did not, so, for pragmatic reasons, the IO participant was asked to undertake the same exercise as other participants (see above) during the interview, with the only difference being that they were asked to **rank** the priority activities, rather than merely ticking the boxes. This provided an insight into relative importance, which had been the primary intention of the original, discarded, more complex exercise.

## Appendix F

### Triangulation exercise via UKCOSA conference session

It proved possible to engage in an informal triangulation of some of the survey results by incorporating into a conference session some practical exercises which corresponded to certain of the survey questions. The session, entitled *Developing an internationalisation strategy: laying the groundwork and taking some practical steps* was co-delivered with my colleague, Nicola Peacock, International Student Support Manager at Bournemouth University, on 13 June 2005 at the UKCOSA (The Council for International Education) annual conference at University of Ulster, Coleraine.

The session aims and objectives were:

- To explore different institutional rationales for internationalisation
- To suggest some fundamental elements that have to be in place if an internationalisation strategy is to succeed
- To provide examples of practical ways in which the gap between the theory held within a strategy document and the practice of on-the-ground operations can be bridged

The nominal maximum number of attendees for the session was 35 (and 35 had pre-registered), but 38 attended on the day. This in itself is testimony to the fact that this was a “hot topic” within the education sector at the time.

The time available was 90 minutes and, rather than present for the whole period, some interactive activities were incorporated. It was explained to attendees at the outset that I was undertaking doctoral research into the internationalisation of UK HE, that I was in a position to share with them preliminary findings from the national survey of BUILA members, and that I hoped to use some of the activities in the session to contribute further to this research.

268 people were pre-registered to attend the UKCOSA conference, representing a wide range of UK institutions (HE and FE, plus other national / sector bodies including DfES, British Council and UUK). The roles of those attending were also varied, though a significant number represented the international student support / adviser community. The Opening Plenary was delivered by Professor John Hume, who won the Nobel Peace Prize in 1988, alongside David Trimble, and is Tip O’Neill Professor of Peace Studies at the University of Ulster. Since this keynote address took place immediately before our session, the views expressed in his speech may have influenced attendees’ responses to a small degree during one of the exercises.

#### **F:1 Profile of UKCOSA attendees (compared to profile of BUILA survey respondents)**

The provision of a registration list for the session allowed for a certain degree of profiling of the attendees. The 38 attendees represented 33 different institutions / organisations.

##### **F:1.1 Attendees by UK country**

The country breakdown of attendees (from the educational institutions only, since most of the other organisations had UK-wide responsibilities) at the UKCOSA session was as follows:

82% from England (compared with 75% in BUILA survey)  
9% from Scotland (compared with 15% in BUILA survey)  
6% from N.Ireland (compared with 0% in BUILA survey)  
3% from Wales (compared with 9% in BUILA survey)

This shows that the percentage of respondents from England and N.Ireland was higher among the UKCOSA attendees than in the BUILA survey, with the reverse being the case for Scotland and Wales.

### F:1.2 Attendees by institutional type

37% of the attendees were from Post-92 universities, 16% from Other pre-92 universities, 13% from other organisations (UKCOSA, DfES, UUK, British Council, and Irish Council for International Students), 11% from non-university HEIs, 11% from Further Education institutions, 8% from 1994 Group universities, and 5% from Russell Group universities. This is a slightly different composition from the BUILA survey sample, as indicated in Table 3.

**Table 3**

#### **Comparative institutional profile of BUILA respondents and UKCOSA respondents**

<b>Institutional type</b>	<b>BUILA survey: number of respondents</b>	<b>BUILA survey: %age of respondents</b>	<b>UKCOSA session: number of respondents</b>	<b>UKCOSA session: %age of respondents</b>	<b>UKCOSA session: %age of respondents (Educational Institutions only)</b>
<b>Russell Group</b>	7	13%	2	5%	6%
<b>1994 Group</b>	7	13%	3	8%	9%
<b>Other pre-92 uni</b>	15	28%	6	16%	18%
<b>Post-92 uni</b>	21	39%	14	37%	42%
<b>Non-uni HEI</b>	4	7%	4	11%	12%
<b>FE institution</b>	-	-	4	11%	12%
<b>Other organisation</b>	-	-	5	13%	-
<b>Total</b>	54		38		

The percentage of Russell Group, 1994 Group and Other pre-92 universities in the BUILA survey was higher than in the UKCOSA session, whilst the percentage of non-university HEIs was slightly higher in the UKCOSA session than in the BUILA survey. The percentage of Post-92 universities was similar in both. Of course, the main difference was that the UKCOSA session included representatives of FE institutions and other organisations, in addition to HEI representatives. One of the exercises was more relevant to educational institutions, so 4 out of the 5 representatives of other organisations chose not to participate (which is why the right hand column indicates percentage breakdown of respondents from educational institutions only).

### F:1.3 Attendees by individual role within institution

The greatest variation between the two samples was in the respondents' individual role within the institution. Looking only at the educational institutions within the UKCOSA sample, we have the following breakdown:

6% are Head / Director of International Office or equivalent (compared with 50% in BUILA survey)

17% work in international recruitment or marketing (compared with 44% in the BUILA survey)  
41% work in international student support (compared with 2% in the BUILA survey)  
18% are academics (compared with none in the BUILA survey)  
12% are in other roles (compared with none in the BUILA survey)  
6% have roles which are unclear from the information available (compared with none in the BUILA survey)  
None is in an administrative support role (compared with 4% in the BUILA survey)

This shows that the UKCOSA respondents were much more likely to work in international student support, as academics or in other roles, whereas the BUILA respondents were much more likely to work as Head of International Office or in an international recruitment / marketing role.

## **F:2 Survey questions explored during UKCOSA session**

Issues linked to three of the survey questions were explored, in different ways, during the conference session. These were Question 4 (Rationale Prioritisation Exercise (RPE)), Question 5 (Mission Statement) and Question 11 (key benefits of internationalisation – from own perspective). The exploration took the form of three separate ice-breaking exercises at the beginning of the session, in the following order:

Question 11 – benefits

Question 5 – mission statement

Question 4 – RPE.

### **F:2.1 Key benefits of internationalisation**

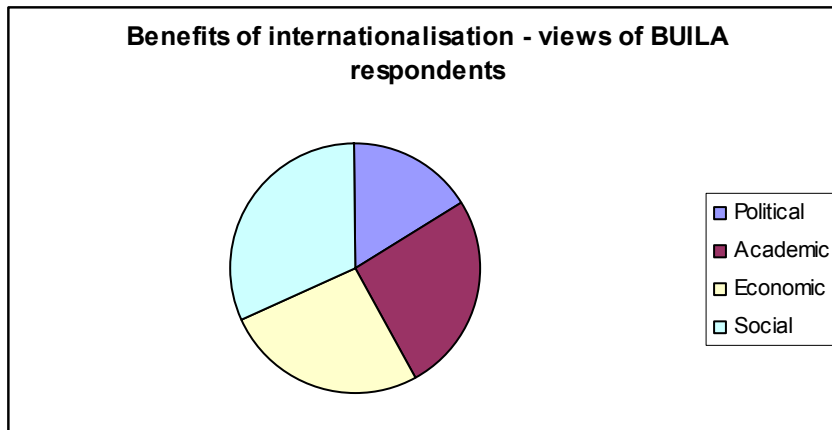
Attendees were asked to spend three minutes writing down on post-it notes the benefits of what they understand by internationalisation, then to stick these onto two pages of flip-chart paper which were adhered to a white board at the front of the seminar room. This allowed the presenters to read out frequently cited benefits and pull together some common themes.

This is the exercise which may have been influenced to a small degree by the contents of the keynote address made by John Hume, which raised issues such as respecting difference and seeing education as a key to world peace.

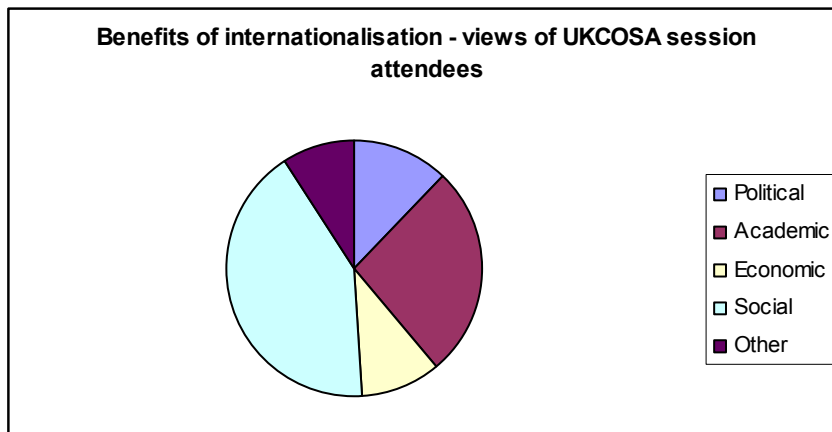
The responses were coded using the same categories as were used for the equivalent question in the BUILA survey. The perceived benefits of internationalisation were very different among the UKCOSA attendees. Although the BUILA respondents had been able to answer this question using free text, their responses tended to be more predictable, less imaginative and easier to categorise than those of the UKCOSA attendees. This may have something to do with the survey format vs. the conference session format. It may also be to do with the order in which the questions were asked. (The survey respondents had already answered the question on institutional rationales, whereas the conference attendees still had this question to come.) However, it is likely that the composition of the group (in terms of job role) also had a good deal to do with the differences.

The proportions of different categories of benefit, as perceived by the two groups, can be seen in Figure 17 and Figure 18.

**Figure 17**



**Figure 18**



From these results, it would seem that the deeper into the operational workings of an institution one delves (on the assumption that international student support staff and academics, who made up a far higher proportion of the UKCOSA sample than of the BUILA one, have more hands-on dealings with students), the stronger the appreciation of the social and academic benefits and the less important the political and economic ones.

It is also worth noting some of the “other” benefits identified by the UKCOSA sample which had not really come to light during the survey.

These cover two broad themes.

**Enhanced understanding between academic departments and support services within the institution**

“Linking academic departments and student support services in their common strategies”

“Increase understanding between different departments of college – eg. Faculty and Support”

**Improvement of student support services across the board – thanks to more holistic view**

“Developing a more holistic approach to international recruitment and retention (much better recognition of value of adequate welfare support)”

“Improvement of student support services”

**Two other perceived benefits, which were not easily classifiable were:**

“Contributing to developing education worldwide”

and

“Impact on local community”

### **F:2.2 Mission statements**

A simple “hands-up” exercise was used to ascertain whether the word “international”, “global”, “intercultural” or a closely related term featured in attendees’ institutional mission statement. Approximately 60% said it does feature (compared with 74% in the BUILA survey), 10% said it does not feature (compared with 18.5% in the BUILA survey) and 30% did not know (compared with 7.5% in the BUILA survey). Taking only those who definitely knew one way or the other, the percentages are fairly similar:

86% of UKCOSA respondents who knew said it does feature (compared with 80% for BUILA)

14% of UKCOSA respondents who knew said it does not feature (compared with 20% for BUILA).

### **F:2.3 Institutional rationales for internationalisation**

This was a practical, hands-on interpretation of the paper-based RPE.

Attendees had each been given a small plastic bag containing 20 one-pence pieces. Four transparent jars had been placed towards the front of the seminar room, labelled A, B, C and D. Above each jar appeared a statement (corresponding exactly to the statements used in Question 4 of the BUILA survey).

Attendees were asked to think about their own institution’s rationales for internationalising, considering what motivates it (at institutional level). They were then asked to distribute their 20 pennies across the 4 jars to reflect the priority placed by their institution on the statement associated with each jar. The same example was given as in the survey to explain exactly what was meant by these instructions.

This exercise was designed to parallel closely the allocation of points across the four statements which was required in the survey. The distribution of pennies was a slightly less precise exercise since people tended not to count them up exactly before distributing them across the jars, but it still provided a close equivalent.

34 out of the 38 participants undertook the penny jar exercise (with the 4 who abstained presumably being from among the national organisations, rather than the educational institutions, based on the assumption that they did not find the exercise applicable to them). 9 of the 680 pennies seemed to disappear in the process but this has minimal impact on the results. Out of the 671 pennies counted up at the end of the session, 358 had been placed in jar C, 161 in jar A, 97 in jar D and 55 in jar B.

Using the statements A, B, C and D as proxies for the main different rationales for internationalisation, as was the case when analysing the BUILA survey, the balance of rationales among the UKCOSA participants was as follows:

Economic	53% (compared with 38.5% for BUILA survey)
Political	24% (compared with 30% for BUILA survey)
Social	14% (compared with 19.5% for BUILA survey)
Academic	8% (compared with 12% for BUILA survey)

The ranking of the rationales was identical (despite the different composition of the respondent sample). The UKCOSA respondents considered the top rationale



(Economic) to be an even stronger motivating force than the BUILA respondents. As a result, the Political, Social and Academic rationales appear less important among the UKCOSA respondents' institutions. An explanation for the dominance of the Economic rationale and the lower profile of the Political one might well be the lower proportion of Russell Group, 1994 Group and Other pre-92 HEIs (and the higher proportion of Non-university HEIs and FE institutions) within the UKCOSA sample. In addition, the impact of having fewer Heads / Directors of International Office (who might be expected to take a less extreme view of their institution's motivations, being closer to senior management) and more international student support staff (who might – perhaps – be expected to have less direct influence and therefore to be more frustrated at any apparent focus on financial returns to the perceived detriment of other areas) within the UKCOSA sample cannot be underestimated.

What is significant though, is that the ranking of rationales for UK institutions (across the sector) remained identical from pilot survey to full BUILA survey to UKCOSA triangulation exercise, with the percentage of points allocated to each rationale not differing enormously, despite differences in the respondent profile for each sample.

The UKCOSA triangulation exercise therefore seems to confirm the UK-wide institutional “internationalisation profile” as **EPSA** (Economic, Political, Social, Academic), as well as confirming that the vast majority of UK institutional mission statements contain the word “international” (or a related term), and that individual respondents working in international education perceive the social benefits of internationalisation to be more significant than other categories of benefit.

## Appendix G

### Updated Rationale Prioritisation Exercise (RPE)

#### Rationales

Below are four statements representing common rationales for institutional internationalisation. You have 20 points to distribute across these four statements to reflect the priority placed by your institution on each.

For example, if one statement matches your institution's rationale exactly and the others carry no weight at all, you might choose to allocate all 20 points to that statement and none to the others. At the other end of the scale, if you feel that, for your institution, each statement carries equal weight, you might allocate 5 points to each.

#### Statement A

My institution is concerned with enhancing its international profile and reputation as a world class institution

No. of Points:

#### Statement B

My institution is concerned with ensuring that a global outlook permeates all areas of academic activity – from research to the curriculum

No. of Points:

#### Statement C

My institution is concerned with generating significant income from international sources

No. of Points:

#### Statement D

My institution is concerned with equipping all its students and staff (and the institution itself) to make an effective and informed contribution in a world where borderless careers and cross-cultural interaction are the norm

No. of Points:

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#### Explanation of changes made to original statements (see Appendix D) in light of research

##### Statement A (Prestige)

The word "reputation" was used a lot, especially by Institution A. It broadens the statement out from "profile" alone. You could have a high international profile but a poor reputation – or else a good reputation in certain areas, but a relatively low profile. Adding the word "reputation" makes it clear that we are talking about building up world-class standing and ensuring that others are aware of the institution's prestige.

##### Statement B (Academic)

It soon became clear that this statement was too narrow for the purposes required (which may perhaps explain its low levels of support). Rather than just encompassing

the curricular dimension, it needed also to embrace other academic activities such as research – but from the point of view of encouraging a global outlook, rather than simply publishing internationally (which, in the UK context, is associated more strongly with the Prestige rationale). The use of “enhancing academic quality” as the primary objective for this statement was deemed to obscure what was at the heart of it – ie. the encouragement of broad (often multiple) academic perspectives – so this was dropped.

**Statement C (Economic)**

This seemed to work as it stood.

**Statement D (Social)**

The changes were made in order to stress more clearly the service and “contribution to society” dimension, rather than risk implying that this is simply about building competencies to get graduates into jobs (though this is one part of it). It was considered important to stress that this is about the ethos of the whole institutional community and should even have an impact on the behaviour of the institution itself as corporate entity.

It could be argued that B and D are related and, potentially, on a spectrum which runs from achieving an intellectual grasp of multiple perspectives and approaches which informs one’s academic work (B) to achieving a practical understanding of how to respect a multiplicity of perspectives and approaches in everyday life (D). This is perhaps why the Social and Academic perspectives are often bracketed together. Some respondents even commented that it was difficult to distinguish between them when they undertook the RPE (using the original statements). The revised statements should help to draw a clearer distinction.

## Appendix H

### Summarised analysis of interviewee responses to question regarding national support for internationalisation

One interview question, to which responses were not analysed in the course of Chapters 5 to 8, related to the level of support for internationalisation which participants felt was forthcoming from UK national bodies. The question itself was:

How supported (or otherwise) do you feel in your internationalisation efforts by national bodies (including government)?

It was left to interviewees to decide what to include within this description. Several bodies received multiple mentions, others were mentioned only by one or two participants. In total, 7 respondents (all in Senior Management or Head of International Office roles) across the three institutions provided a response to this question. Their views were remarkably similar, so they have been collated according to national body or theme, with few references to the originating institution. These personal perspectives on the policy responses of national bodies complement the desk research conducted as part of the 2005-06 HEA research project,<sup>1</sup> providing an insight (albeit partial) into the perceived effectiveness of those bodies.

Interestingly, the DfES did not receive a single mention by the respondents.<sup>2</sup> The two Government departments which were mentioned were the DFID (by one institution who felt it was supportive from a funding perspective) and the Home Office, which received multiple – often quite vitriolic – mentions.<sup>3</sup>

The main views about the Home Office were:

- Institutions felt let down by its behaviour vis-à-vis international student visas – a new requirement for paid extensions and an increase in fees, implemented without consultation with the sector
- There was a sense that the hard line would be exacerbated by the recent London bombings (the kind of knee-jerk reaction seen in the US after 9/11)
- There was a sense that institutions had “played ball” (eg. by fully cooperating with the voluntary vetting scheme etc.), but that the Home Office had not
- Institutions felt as if the Home Office was sabotaging or undermining the good progress made as a result of the 1999 Prime Minister’s Initiative
- In general, it was felt that Home Office policies were not joined up with other Government initiatives and were, in some cases, diametrically opposed.

Other non-governmental organisations with a specific international remit which were mentioned were the British Council, UKCOSA and BUILA. Other organisations mentioned, with a broader remit which might potentially impact on institutions’ international activities, included UUK,<sup>4</sup> Quality Assurance Agency (QAA), Higher Education Funding Council for England (HEFCE) and the HEA.

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<sup>1</sup> Middleton and Woodfield 2007, Appendix 2: UK Policy Context for International Higher Education

<sup>2</sup> Despite the relatively recent publication of its International Strategy in December 2004

<sup>3</sup> It should be noted that sudden (and unwelcome) changes to visa requirements and charges for international students were fresh in people’s minds

<sup>4</sup> An interesting finding from the 2005 IAU Internationalization Survey is that National University Associations (NUAs) tend to believe that they place higher emphasis on internationalisation than their member HEIs, whilst the HEIs believe that they prioritise internationalisation more highly than the relevant NUA (Knight 2006, p.44)

Broadly speaking, the British Council was felt to be “good in parts”, though it was too early to judge the effectiveness of the restructuring of its education promotion arm into the Education UK Partnership, and it was felt that its funding streams and remit meant that it was not an effective vehicle for challenging Government. By contrast, UKCOSA and UUK were praised for their lobbying work on behalf of universities, though the effectiveness of this was unclear. Both HEFCE and QAA were perceived as having a narrow interest in institutions’ international activities (the first from a purely financial perspective, the second from an angle which encouraged risk-aversity and an assumption that “British is best” when it comes to HE systems and processes). The funding support and subject networks of the HEA were appreciated. BUILA was also praised as a vehicle for information-sharing, but it was observed that the formal roles within it were time-consuming and done voluntarily on the fringes of busy people’s time, so it would never fulfil its potential as a professional network.

Other more general comments emerging from the interviews were that, in the UK:

- We need greater alignment between Government rhetoric (regarding the importance of internationalisation) and policies – and across Government departments
- We need a body which can lobby more effectively at the heart of Government (the USA and Australia are better at this)
- We need a professional network for all those involved in international education (whatever their role or specialism) – (perhaps along the lines of NAFSA: the Association of International Educators, in the USA). “The fragmentation of organisations dealing with different aspects of international education at national level is unhelpful. Having an overarching body, owned by and working on behalf of UK universities, would be a very good initiative and would probably have a very positive impact on the internationalisation process.”
- We need independent benchmarks for institutional quality standards in a whole range of international activities (eg. how international are the staff base, student base and curricula? how extensive are opportunities to study abroad? etc.). This might include a recognised internationalisation audit with the results made public and a kitemark for good practice (set at a challenging level).<sup>5</sup>

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<sup>5</sup> This final proposal was made only by Institution B, whilst the first three suggestions received more general support